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ABSTRACT

This study seeks to examine the manner and extent to which the United States' leading higher education institutions are adapting their undergraduate international studies and area studies degree programs to the realities of the post Cold War world. The study used data provided by a 1994 survey of nearly 800 undergraduate international and area studies degree programs and recommends steps to strengthen these programs and make them more responsive to the demands of the 21st Century. The study looked at a wide range of programs including 171 international studies degree programs and 102 degree programs focused on specific geographic areas of the world. Also included were case studies of 10 progressive programs that offer innovative curricula and teaching. Analysis found trends that show modest but significant alterations to undergraduate international studies and area studies curricula, robust growth in undergraduate international and area studies degree programs, and increases in the number of courses within disciplines and specializations and in student enrollments. Recommendations that arose from the findings include 22 suggestions for international and area studies programs, 3 recommendations for the higher education community, and 5 recommendations for further study. Appendixes contain a list of survey respondents, the survey instruments, a list of participants at a related workshop, and a selected bibliography. (Contains 70 references.) (JB)

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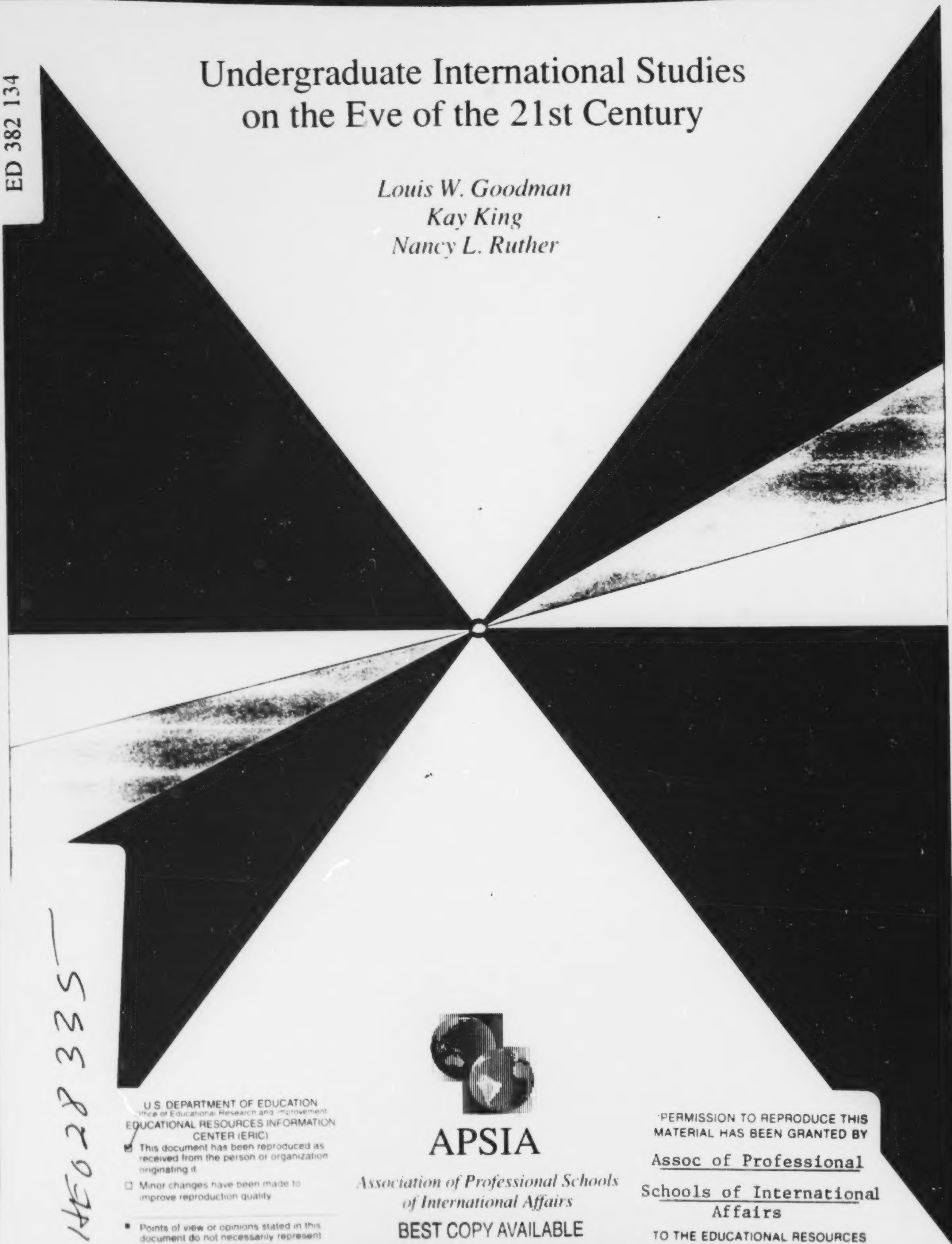

Undergraduate International Studies on the Eve of the 21st Century

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APSIA is a not-for-profit, institutional membership organization, comprised of 15 U.S. graduate schools of international affairs. These schools are dedicated to advancing global understanding and cooperation by preparing men and women to assume positions of leadership in world affairs. The Association serves as a source of information on professional international affairs education, represents the interests of professional international affairs education in national and international forums, and coordinates activities among and for its member institutions. Established in 1989, APSIA's Executive Office is located in Washington, D.C.

APSIA and its member schools work to promote excellence in international affairs education worldwide by:

- facilitating the exchange of information and ideas among member schools and with other higher education institutions, the international affairs community, and the general public.

- raising public awareness through publications and forums on global issues and international affairs education and careers.

- representing the interests and objectives of professional international affairs education.

- developing and coordinating joint programs for the member schools with a focus on:
    (1) outreach to people of color;
    (2) international affairs curriculum development; and
    (3) transnational cooperation on international affairs education.

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Louis W. Goodman
Kay King
Nancy L. Ruther

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of International Affairs
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SUMMARY

The end of the Cold War has generated a vigorous debate about the shape of the new world order and the appropriate U.S. role in it. Despite lively discussions about the future of international relations, relatively little attention has been paid to the question of higher education's response to changing world events. As an association that represents schools which seek applicants with an interest in and commitment to international affairs education and careers, the Association of Professional Schools of International Affairs (APSIA) is very interested in learning about U.S. undergraduate international education programs. Thus, this study seeks to examine the manner and extent to which our nation's leading higher education institutions are adapting their undergraduate international studies and area studies degree programs to the realities of the post-Cold War world.

This report is both prescriptive and descriptive. It analyzes data provided by a 1994 survey of nearly 800 undergraduate international and area studies degree programs and recommends steps to strengthen these programs and make them more responsive to the demands of the 21st Century. The study looks at a wide range of programs -- 171 international studies degree programs and 102 degree programs focused on specific geographic areas of the world. The report also contains studies of ten programs that are leading the way in undergraduate international education by offering innovative, cutting-edge curricula and teaching.

The trends described in this report reflect modest but important alterations to undergraduate international studies and area studies curricula. Since only five years have passed since the end of the Cold War, this may be all that can be expected. Therefore, the recommendations in this study both highlight changes that have been made and lay out several goals and aspirations for more extensive changes in these undergraduate programs. The recommendations are summarized below.

Recommendations

The recommendations, which are described in greater detail in Section VII of this report, offer suggestions about a broad range of initiatives that individual undergraduate international and area studies programs and their parent institutions might want to pursue. In brief, they are advised to:

- Work with university/college admissions officers to develop **admissions requirements** and procedures that ensure that highly motivated students wishing to prepare themselves for international affairs careers both apply to and are granted admission by their institutions.
- Establish **core curricular requirements** for attainment of international studies and area studies bachelor's degrees that provide a broad-based, multidisciplinary liberal arts education with an emphasis on the social sciences

and humanities that allows future leaders and global citizens to develop international competence.

- Provide integrated training in the language, history, literature and culture of the world's **geographic areas** that can serve as a foundation for building future international affairs careers.
- Devote resources to enhance curricula, educational materials, and pedagogy that introduce undergraduate students to **functional specializations**, especially those that are basic to vital national interests.
- Offer **policy-oriented courses** that stress specialization in a functional and/or regional area of expertise and that integrate functional and regional education to the greatest extent possible.
- Foster **teaching that is both multidisciplinary and policy-grounded**, exploring the international dimensions of a wide range of subjects and examining practical solutions to public and private-sector problems.
- Include international and intercultural elements in **general education** and other academic degree requirements to assure that all students have early exposure to these matters.
- Develop initiatives to provide an international dimension to the education programs of **students in education and in the natural and applied sciences**.
- Encourage **interactive teaching methods** such as role playing, case studies, simulations, gaming, policy workshops, group learning/projects and more extensive use of computer and communications technology.
- Promote **experiential education**, increasing emphasis on internships, work-study and field research as central elements of educational programs, and encouraging **study abroad** for all students on campus.
- Recruit **faculty members** who reflect the curricular mission of international education programs to provide a balanced liberal arts education, while addressing functional and regional issues.
- Develop mechanisms to recruit and retain **minority and female faculty** members to teach in international education programs -- especially members of underrepresented minority groups.[1]

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[1] Throughout the report, we apply the definition of "underrepresented minorities" used by the U.S. Department of 'ducation, which includes "African Americans, Hispanic Americans, Asian Americans, American Indians, Alaskan atives, Native Hawaiians and Pacific Islanders."

- Encourage and reward innovation and initiative for faculty members who develop **courses, teaching methods and scholarship** with an international dimension.

- Integrate **international students** fully into campus life and take advantage of their expertise and perspectives.

- Increase efforts to recruit **students from underrepresented minorities** into international and area studies programs as a means of diversifying the field.

- Emphasize and enhance **career guidance**, especially improvement of links to agencies, companies and organizations offering international careers.

- Strive to secure additional **financial assistance** to facilitate study abroad for students and develop creative mechanisms to help them meet their financial obligations.

- Promote strong **links to alumni/ae**, both to enhance alumni/ae networking and to provide role models and opportunities for new graduates in international careers.

- Ensure that campus leaders, including **university officers and trustees,** understand how strengthening international education is essential to advancing broader university objectives.

- Endorse a multidisciplinary approach to undergraduate international studies and area studies. Whenever possible create **freestanding international studies or area studies teaching units** (schools or departments). Where separate units are not possible, encourage cooperation among teaching units and facilitate joint faculty appointments.

- Strengthen **special programming,** including sponsored research on international education issues, and community outreach initiatives to engage the larger community in international education.

- Develop **consortial and networking arrangements** among international education programs in the United States and abroad to augment limited resources and to increase breadth and depth in course offerings.

The report also recommends several initiatives that the **higher education community** might take to advance undergraduate international education programs across the country. We recommend serious consideration of the creation of:

- A **national clearinghouse** for language and international and area studies programs and a system, drawing upon the model of the intra-European exchange program (ERASMUS), for arranging transfer of students within the United States for one or two semesters to a campus with special international education resources.

- A **distance education system**, taking advantage of the capacity of the electronic media to expand student access to teaching resources for the less and least commonly taught languages and other subjects taught at only a few institutions.
- A **sibling school network** to expand opportunities and incentives for undergraduate international/area studies consortia between and among institutions in the United States and abroad.

Finally, for those who are interested in going beyond the initial review of undergraduate international education programs that this study offers, we propose a number of recommendations for **further study**. These include:

- The exploration of connections between university international education programs and the **eventual employers** of the graduates of these programs.
- The comparison of **different types of higher education institutions,** including major research universities, comprehensive teaching institutions, baccalaureate institutions, and institutions with significant enrollments of minority students to appreciate the variety of approaches to international education.
- The examination of the role of **campus leadership**, including university officers and trustees, in promoting international education.
- The review of specific course syllabi, texts and course requirements of cutting-edge international studies courses or programs to get a better understanding of **change at the classroom level**.
- The direct study of **individuals and groups of students** to ascertain to what degree and through what mechanisms, other than the traditional international and/or area studies majors, they are integrating international issues into their curricular programs.

I. INTRODUCTION

Much has been written and discussed since 1989 about the end of the Cold War and its meaning and implications for the future. Although no consensus has emerged, scholars, practitioners and the general public have spent many hours reexamining assumptions, redefining threats, reestablishing priorities, and reassessing the manner and means by which countries and cultures are likely to conduct relations well into the next millennium. Despite the vigorous debate about the shape of the new world order and the appropriate U.S. role in it, insufficient attention has been devoted to the question of how higher education should educate American students, both the general undergraduate population and future international affairs experts, to excel in the 21st Century.

With this in mind, the Association of Professional Schools of International Affairs (APSIA) embarked upon a new initiative -- *International Education on the Eve of the 21st Century*. The project's goals are: (1) to help the higher education and international affairs communities better understand how U.S. post-secondary international education programs are preparing the nation's citizens, especially its future foreign policy and international affairs specialists; and (2) to develop a set of recommendations for the creation of programs that can provide effective education for addressing the new mix of global challenges that will confront both citizens and international affairs specialists well into the next century.

APSIA began the project with a survey of undergraduate international studies programs in the United States since 1989 -- a year that marks the fall of the Berlin Wall and the beginning of the end of the Cold War.[2] The focus of the undergraduate survey was on international education programs broadly defined to include international studies, international relations, global studies and area studies (covering all regions of the world). While the APSIA schools and the rest of the international education community have long been concerned about the extent to which general education programs succeed at raising awareness of and interest in international issues among the American public, this study focuses specifically on undergraduate programs that are educating more than the good global citizen. Rather, it examines those specialized undergraduate degree programs that are preparing both citizens in the increasingly interdependent world and potential practitioners and leaders for the international arena.

II. RATIONALE FOR STUDY

In view of all the changes in the world in the last five years, APSIA felt it was time to respond to the demands -- implicit and explicit -- for new and redefined international expertise. In an era of fluctuating international circumstances and rapidly changing domestic demographics, exploring a new set of educational responses seemed essential to APSIA, since it represents institutions that seek undergraduates from diverse backgrounds to pursue professional education and careers in the international arena. Similarly, it seemed important to understand changes in international and area studies programs as they impact the nation's general capacity to prepare citizens for the new global equation. Furthermore, APSIA hoped to serve by updating to a limited extent a few key pieces of information about international and area studies curricula that were skillfully covered in previous studies.

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[2] For the analysis of professional international affairs degree programs, see this volume's companion publication, *Professional International Affairs Education on the Eve of the 21st Century*, Washington, D.C.: APSIA, December 1994.

As an Association that represents professional schools of international affairs, rather than bachelor's degree programs, APSIA recognizes that it holds a distinct perspective on undergraduate international affairs education. Despite the Association's emphasis on graduate education, it is nonetheless important to note that half of the 15 APSIA member schools offer undergraduate international affairs degree programs. Equally significant is the fact that the APSIA schools appreciate and value the differences between their brand of advanced, graduate level, explicitly professional education and the more general, undergraduate liberal arts-based programs that are examined in this study. These undergraduate programs provide the APSIA schools with the well-educated, informed, talented applicants who go on to be successful graduates of professional schools of international affairs and leaders in the global arena. The undergraduate programs also train citizens who increasingly will be aware of global forces as they strive to be effective in their professional and personal endeavors in all fields.

III. BACKGROUND

The APSIA study follows in the footsteps of several very important reviews of undergraduate international education programs in the last decade. The most significant of these, *International Studies and the Undergraduate*[3] by Richard D. Lambert, together with its companion survey *International Studies for Undergraduates, 1987: Operations and Opinions*[4] by Charles J. Anderson, were the products of the American Council on Education's (ACE) Commission on International Education. Undertaken in the mid-1980s, the Lambert study provided an in-depth examination of international programs that were then available to undergraduates. It focused on four distinct components: study abroad, foreign language instruction, internationally focused concentrations and courses, and institutional priorities. The Anderson report summarized the findings of a special survey commissioned by ACE for the Lambert project in the summer of 1987. It covered foreign languages, study abroad, concentrations and courses with an international focus, international studies in general education, and several topics of a campus-wide nature, such as financial support, administrative management, and library holdings.

The APSIA study does not attempt to address all undergraduate international education issues and differs from the Lambert review in several ways:

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[3] Richard D. Lambert, *International Studies and the Undergraduate*, Washington, D.C.: American Council on Education, 1989.

[4] Charles J. Anderson, *International Studies for Undergraduates, 1987: Operations and Opinions*, Washington, D.C.: American Council on Education, HEP Report No. 76, September 1988.

1) The APSIA study highlights programs, curricula and courses in the field of international studies/relations and area studies only. Since foreign language and study abroad are critical components of any undergraduate international studies programming, these were examined in terms of their relationship to multidisciplinary international and area studies programs.

2) The APSIA project focuses on the post-Cold War era -- the years from 1989 to 1994 -- aiming to provide a snapshot of trends in international and area studies curricula in the wake of the momentous changes in the international environment since the collapse of communism.

3) The APSIA study seeks to assess how international and area studies curricula, as part of the undergraduate international experience, are educating students to address the practical problems as well as the theoretical issues of the next century.

In some measure, the APSIA project hopes to contribute to the current debate on international education policy. It aims to determine if international studies programs in the United States have begun to do what Stanley Heginbotham, Vice President of the Social Science Research Council, suggests they must do -- that is, reorient their activities to become more problem-focused and responsive to the challenges of the post-Cold War world.[5]

IV. IDENTIFYING GLOBAL CHALLENGES AND OPPORTUNITIES

To better understand how higher education is preparing the nation's future international experts, APSIA thought it would be useful to identify the new challenges and opportunities that are likely to confront future leaders. There is no simple list. While there is unanimity that the international landscape is changing, there is no agreement about how that landscape is likely to settle. The Cold War bipolar balance of power has given way to no dominant configuration, so debates rage about whether humans are confronting the end of history or are on the verge of a new world order that could be unipolar, multipolar, anarchic, or cooperative.

On the policy front, the nation's 45-year preoccupation with nuclear war avoidance and the defeat of communism has yielded to a more complicated foreign affairs agenda that requires new and wide ranging expertise and knowledge/appreciation of:

- **Global problems/functional issues** -- such as economic cooperation and competition, environmental management, democratization, ethnic and religious conflict, migration flows, and weapons proliferation.

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[5] See Stanley J. Heginbotham, "Shifting the Focus of International Programs," *The Chronicle of Higher Education*, October 19, 1994, p. A68.

- **Less-studied geographic regions/nations/cultures of the world** -- such as Africa, Asia (including the republics of the former Soviet Union), Latin America, and the Middle East -- including their histories, cultures and religions and relevance for contemporary economic, political and social issues.

- **U.S. public engagement/opinion**[6] -- such as foreign policy consensus building in an age with no clearly defined enemy and shifting alliances; international engagement in the face of domestic discontent; the interface between domestic and international issues; effective crisis management and coherent, consistent and responsive foreign policymaking in the age of CNN and talk radio; and the expansion of the foreign policy establishment to include international affairs experts who reflect the increasingly multiracial, multiethnic and multicultural nature of U.S. society.

One volume that firmly identifies the challenges ahead for the United States and provides clear guidance for the future is *Changing Our Ways: America and the New World.*[7] It lays out four goals for the United States to pursue as it enters the next century: (1) economic prosperity; (2) environmental harmony; (3) military security; and (4) increased democratization. Achieving these objectives will require increased expertise on international economic, trade and financial issues, as well as on environmental and ecological concerns, population and migration problems and weapons proliferation to name a few areas. In recognizing this, the Carnegie report concludes that:

> Education...is indispensable to our efforts. The executive agencies and congressional staffs for foreign policy must recruit and nurture professionals with fresh eyes, new expertise and a sharp appreciation for the melding of our internal and external interests...Most fundamental is the learning of future generations...Our ranks are filled with experts better trained to deal with the past than the future. We must reorient university curricula and develop new cadres of professionals -- not only for government but for business and finance, science and technology, culture and communications. And we must begin before college, imparting to children in elementary and secondary schools the necessary language skills and understanding of other peoples that our international role demands.

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[6] For more on issues of public engagement and public opinion, see David L. Boren, "The New Isolationism: A Threat to National Security," speech at The American University, Washington, D.C., January 26, 1992; and Daniel Yankelovich and I.M. Destler (eds.), *Beyond the Beltway: Engaging the Public in U.S. Foreign Policy,* New York: W.W. Norton & Company, 1994.

[7] Carnegie Endowment for International Peace National Commission on America and the New World, Brookings: Washington, D.C., 1992

V. METHODOLOGY

The Survey

During the fall of 1993, an APSIA team with input from an advisory board[8] drafted a five-page questionnaire with sections on three aspects of undergraduate international/area studies programs: (1) current academic programs; (2) recent trends; and (3) future objectives. A series of both open-ended and closed questions was drafted for each category to identify how programs had changed or planned to change their educational focus with the end of the Cold War.

The questionnaire was mailed in December 1993 to more than 800 undergraduate institutions, most of which had identified themselves to the Department of Education's Office of Research[9] as offering bachelor's degrees in any of the following fields: international studies/relations, international public service or area studies (covering all regions of the world).[10] For purposes of this study, we did not distinguish between international relations and international studies majors, but recognize the distinction between the two as defined by Richard Lambert in his 1989 study.[11] International public service programs fall more into the multidisciplinary international studies category, but differ in terms of their greater emphasis on practical training. Area studies programs are multidisciplinary but limit their focus to a specific region or country of the world.

The mailing included all types of institutions -- major research universities, comprehensive teaching universities and baccalaureate institutions. Two copies of the questionnaire were sent to each institution -- one to the college/university president/chancellor and the other to the department/program chair/director. The former were asked to circulate the questionnaire to all relevant department or program heads. The latter were asked to complete the questionnaire and to identify other relevant programs on campus so that APSIA could contact them to include them in the survey. A six-week deadline was suggested, although this was extended to eight weeks or more for many of the respondents.

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[8] See the acknowledgements section of the report for identification of the individuals who made up the project team and the advisory board.

[9] APSIA wishes to thank to Dr. Clifford Adelman, Director of the Higher Education Division at the Department of Education's Office of Research for providing in June 1993 an Integrated Postsecondary Education Data System (IPEDS) special analysis on bachelor's degrees awarded in the fields of international studies/relations, international public service and area studies (all regions of the world).

[10] Additional copies of the questionnaire were sent to all members of the "International 50," a group of small liberal arts colleges that share a commitment to international education, and to several four-year colleges and universities that identified themselves in the *Peterson's Guide to Four-Year Colleges* (1993, 23rd edition) as offering international relations/studies and/or area studies bachelor's degrees, but that did not appear on the IPEDS list.

[11] Lambert defines international relations as comprised primarily of political science courses that focus on relations among national units (particularly foreign policy) and on the international political system (particularly international organizations like the U.N.). Over time, he contends, other disciplines have focused "on the context within which these interstate relations and the international system operated," particularly on foreign affairs. International studies, according to Lambert, have "no such intrinsic focus, but tend to serve as collections of all the international courses and faculty on the campus. They provide a mechanism for students with broad international interest to take a substantial number of international courses which they could not do as part of a free elective system." See Lambert, *op. cit.*, p. 133.

A total of 330 or approximately 40 percent of the programs responded to the questionnaire and of that group, 273 indicated that they offered a degree program in either international studies/relations or area studies. (These are listed in Appendix A.) About 171 of the positive (yes) respondents were from the international studies/relations programs and 102 were from the area studies category. These two groups were divided and data summaries were created for each, so they could be analyzed separately. The data are presented in Appendix B for international studies and Appendix C for area studies, and the results are analyzed in Section VI below.

Site Visits

In order to present a more clearly defined snapshot of undergraduate international education programs, APSIA decided to use the questionnaire responses to identify several programs that would serve as case studies for the report and therefore would be visited by a member of the research team. All questionnaires were reviewed to find respondents that appeared to have promising and innovative programs. Two dozen candidate programs were selected and then narrowed to ten allowing for variety in terms of size and type of institution, geographic location of institution, and type of program (international vs. area).

Programs at the following universities/colleges were selected for the site visits:

- The American University (School of International Service): Washington, D.C.
- Florida International University: Miami, Florida
- Georgetown University (Edmund A. Walsh School of Foreign Service): Washington, D.C.
- Macalester College: St. Paul, Minnesota
- Middlebury College: Middlebury, Vermont
- Occidental College: Los Angeles, California
- University of California, Berkeley: Berkeley, California
- University of Nebraska at Omaha: Omaha, Nebraska
- University of Southern Mississippi: Hattiesburg, Mississippi
- University of Texas at Austin: Austin, Texas

Site visits to these programs were conducted in the summer and fall of 1994. Detailed descriptions of the programs, based on the site visits, are included in Section VIII of this report.

Workshops

After the data had been collected and analyzed and the site visits completed, APSIA convened three workshops in September 1994 for the purpose of reviewing the data and soliciting suggestions for enhancement of undergraduate international education programs. All the workshops brought together leaders from the higher education and international affairs communities in the United States and included educators, government officials, association representatives, and foundation officials. The first workshop centered on how to diversify the field and developed proposals for continued interaction among educators at APSIA schools and institutions with significant minority enrollments. The second workshop addressed issues pertaining to graduate professional international affairs education. The third workshop focused on developing many of the recommendations for strengthening undergraduate programs in the post-Cold War era that are included in Section VII of this report. (A list of participants in the latter workshop is attached as Appendix D.)

VI. FINDINGS

The rapid globalization of business, government and finance has given new and greater significance to international education. Students who choose to major in international studies/relations, global studies or area studies, require courses of study that will prepare them to address the complex challenges of the changing post-Cold War world.

The findings below describe the manner and extent to which undergraduate international degree programs -- i.e., international studies/international relations/global studies (hereinafter referred to as IS) and area studies (AS) -- are meeting the requirements of the new era and preparing their majors to be effective global citizens and, for some, international leaders of the 21st Century.

Curricula

The survey focused on two curricular points: (1) the program's integration into the curricular fabric of the institution; and (2) the organization and composition of the curricular resources drawn from disciplines, and regional and functional specializations. The curricula offered by the 273 programs that responded in the affirmative to this survey varied widely in terms of curricular structure and content. Nonetheless, the respondents indicated that over the last five years, international and area studies programs have become a more integral part of the institutional fabrics of their campuses. Nearly 50 percent of these programs reported that they have been integrating their curricula more with other undergraduate programs on campus, as evidenced by broader course offerings for credit toward the IS or AS degree and increased inter-departmental exchanges.[12] This was corroborated in our site visits. Among the ten schools visited, those programs with departmental status had significantly expanded their reach and influence across campus in the last five years. Those without departmental authority had also managed to link with more departments and faculty to enrich curricular offerings.

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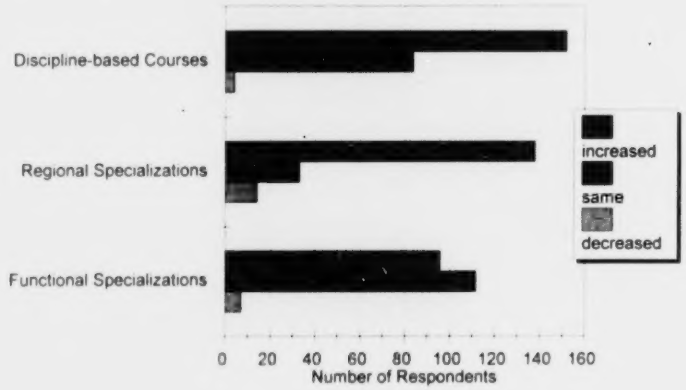
[12] See Appendix B, Section II, question 1 (p. 90) and Appendix C, Section II, question 1 (p. 97).

With regard to **curricular structure**, the survey indicated no basic changes over the last five years in undergraduate international and area studies programs. Both continue to rely heavily on the established discipline-based and geographic area courses. Substantial enhancement, however, was reported in program content. As shown in Figure 1, the greatest increase in course offerings was registered in discipline-based fields, followed closely by increases in regional specializations. Courses in the functional specializations also grew but more respondents cited no growth than growth.[13]

Figure 1

Academic Program Changes
IS and AS Programs Combined, 1989-1994



The findings of this study support the view that undergraduate international affairs education is essentially liberal arts education with an international focus. It is consistent with the broad-gauged educational foundation that new workforce entrants will need in order to adapt to the expected changing and increasingly international employment demands of the next century. In regard to questions on the relationship between core liberal arts disciplines and international education programs, the respondents indicated a clear pattern of both IS and AS programs reinforcing and strengthening undergraduate liberal arts education.

History was cited by both IS and AS respondents as the **discipline** that provided the most courses, followed by literature (non-English), political science, and economics.[14]

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[13] See Appendix B, Section II, question 3 (p. 91) and Appendix C, Section II, question 3, (p. 98).

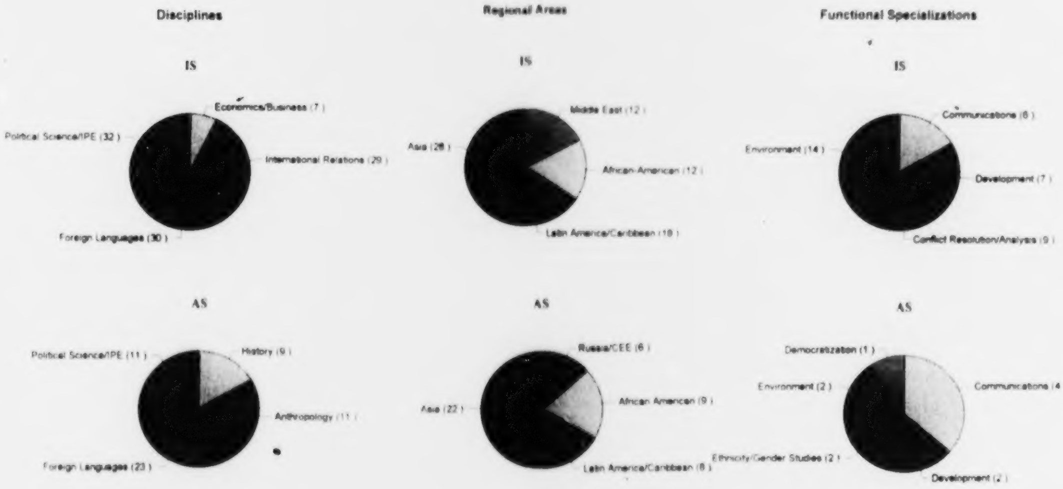
[14] See Appendix B, Section IV, question 3 (p. 95) and Appendix C, Section IV, question 3 (p. 102).

Furthermore, as Figure 2 illustrates, among new or strengthened courses in the disciplines, international political economy/political science ranked first and foreign languages ranked high, followed by international relations, anthropology, history, and economics/business.[15]

The Edmund A. Walsh School of Foreign Service (SFS) at Georgetown University, which is described in Section VIII, is an excellent example of an undergraduate international studies program reinforcing a liberal arts education. The mission of the School is based on the conviction that a liberal arts curriculum is essential to the sound education of leaders, professionals, and citizens, and its international calling derives directly from the premises of liberal education.

Figure 2

Number of New or Strengthened Courses*
Within Categories, 1989-1994



* Top four (or five in the case of a tie) are identified in each category

Regional studies curricula have also grown stronger in the last five years, as shown in Figure 1. Half of the 273 respondents in the combined IS and AS groups reported increased regional course offerings between 1989 and 1994.[16] Respondents in both groups reported that the largest regional programs (in terms of numbers of courses offered) were Asian studies, followed by Russia/East-Central European and Latin American studies.[17] Among IS

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[15] See Appendix B, Section II, question 2 (p. 91) and Appendix C, Section II, question 2, (p. 98).

[16] See Appendix B, Section II, question 3 (p. 91) and Appendix C, Section II, question 3, (p. 98).

[17] See Appendix B, Section IV, question 1 (p. 94) and Appendix C, Section IV, question 1 (p. 101).

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respondents, West European studies ranked just below Asian studies. To the question about new or strengthened fields over the last five years, Asia was cited most often by IS and AS programs as the region for which programs were initiated or enhanced, reflecting little change in the regional studies status quo.[18] To questions regarding discipline-based course relevance, the survey revealed that regional curricula for both the IS and AS programs predictably depended most heavily on courses in history and political science. Two anticipated exceptions to this pattern emerged from within the AS group where history and religion were the leading sources of courses for programs focusing on Asia and the Middle East.[19]

These trends in regional studies were reflected in several of the programs that were visited by APSIA. A site visit to the area studies degree programs in Asian, Latin American, and Post-Soviet and East European (SES) studies at the University of Texas at Austin revealed that all three had been enhanced over the last five years. Not surprisingly, UT Austin reported that the SES program had changed most since the end of the Cold War. Other site visits to two broad-based international studies programs showed how they used specialized regional studies initiatives on their campuses to enhance their more wide-ranging majors. Florida International University in Miami, for example, has developed an impressive undergraduate international studies major that draws on the considerable expertise and resources provided by the University's Latin American and Caribbean Center. Similarly, the University of Nebraska at Omaha has used its prominence in Afghan Studies to bring attention to international programming across the campus and beyond.

The number of courses introducing undergraduates to **functional specializations**, although increasing, did not equal the increases reported for discipline-based and regional studies courses. Less than 45 percent of the respondents in the IS and AS groups reported an increase in the number of courses offered in functional fields.[20] Less than 15 percent of the IS category (34 of the 221 responses) and 6 percent of the AS group (10 of 155 answers) indicated new or strengthened programs in functional specializations.[21] Figure 3 demonstrates that there were more new or enhanced functional specializations among international studies programs than for area studies. And in both IS and AS programs, comparative studies, international development, foreign policy/diplomacy, and international economics/finance were cited most often as new or strengthened functional specializations (see Figure 2). The disciplines of political science, history and economics were the principal source of courses for these specializations.[22]

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[18] See Appendix B, Section II, question 2 (p. 91) and Appendix C, Section II, question 2, (p. 98). Respondents were not asked to indicate whether Asia included all or part of East, Southeast, South or Central Asia. However, a few respondents specifically identified China and Japan as growth foci, suggesting that rising interest in Asian subregions and countries is not uniform.

[19] See Appendix B, Section IV, question 1 (p. 94) and Appendix C, Section IV, question 1 (p. 101).

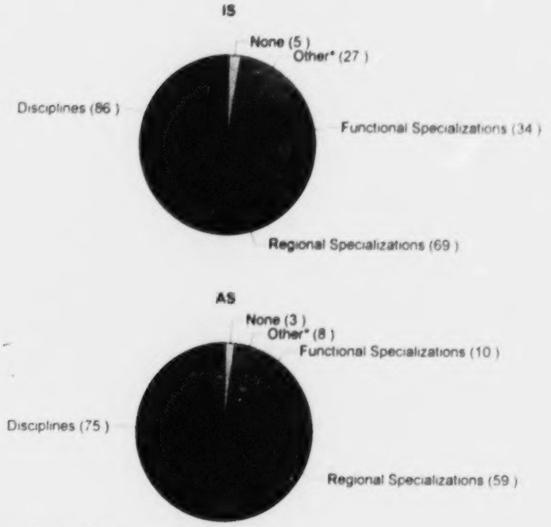
[20] See Appendix B, Section II, question 3 (p. 91) and Appendix C, Section II, question 3, (p. 98).

[21] See Appendix B, Section II, question 2 (p. 91) and Appendix C, Section II, question 2, (p. 98).

[22] See Appendix B, Section IV, question 2 (p. 94) and Appendix C, Section IV, question 2, (p. 101).

Figure 3

New or Strengthened Academic Programs by Category, 1989-1994



* Includes off campus/study abroad and interdisciplinary programs

The site visit case studies differed significantly from the majority of survey respondents, showing considerable innovation and change in the development of functional expertise. For example, at The American University's School of International Service, "functional concentrations" have been developed since 1989 in international communication, international development, international conflict resolution, international economic policy, international law, international environmental policy, and U.S. foreign policy.

Languages other than English were confirmed to be fundamental building blocks of both the IS and AS curricula. Strong language requirements are reassuring given the importance of direct contact with other nations and cultures built into IS and AS majors. Ninety-one percent of the IS programs (155 of 171) and 65 percent of the AS programs (66 of 102) indicated that they required a higher level of foreign language study than the general curriculum.[23] In some cases, there were no language requirements for the rest of the curriculum. In other cases, the IS and AS majors required more hours at a higher level or advanced courses for majors. Most respondents reported that they set language requirements in terms of the number of courses passed rather than proficiency tests.

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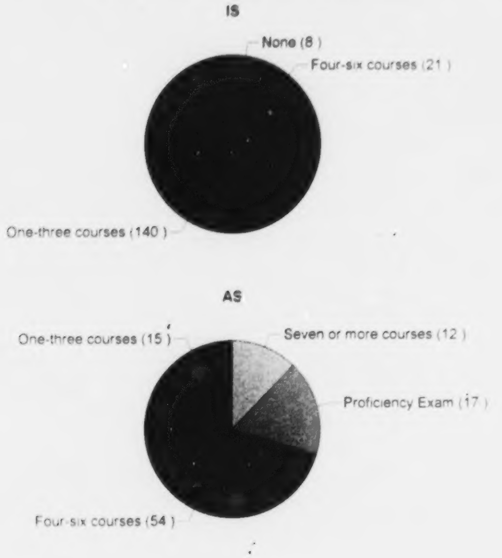
[23] See Appendix B, Section IV, question 6 (p. 96) and Appendix C, Section IV, question 6 (p. 103).

Figure 4 shows that the language requirements are higher for AS than for IS degree programs. To earn a degree, 82 percent of the IS programs required at least 1 to 3 courses, 12 percent required 4 to 6 courses and 5 percent required no courses in a foreign language. On the other hand, 53 percent of the AS programs required at least 4 to 6 courses, 17 percent required a proficiency exam, 14 percent required 1 to 3 courses and 12 percent required 7 or more courses.[24]

Figure 4
Foreign Language Requriements



The majority of IS and AS programs indicated excellent depth in language training at four levels -- elementary, intermediate, advanced and literature -- in the commonly taught languages of Spanish, French and German (see Figure 5).[25] The breadth of the offerings was also fairly comprehensive. Japanese, Russian and Chinese were taught at the elementary and intermediate levels by the majority of the programs, but were less likely to be taught at the more advanced levels. Italian, Arabic, Swahili and Hebrew were also listed by several of the programs as having elementary and intermediate-level offerings.

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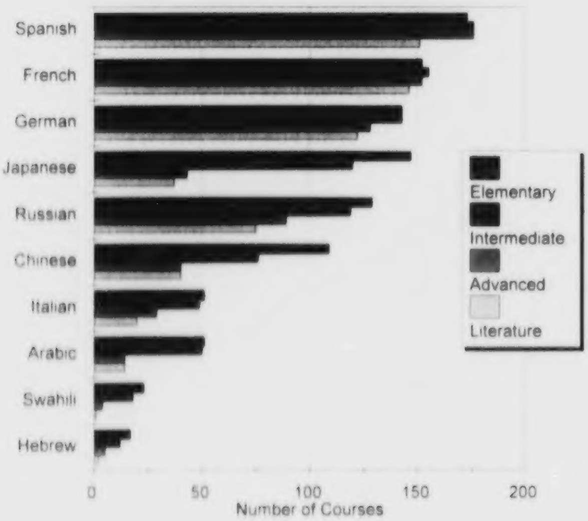
[24] See Appendix B, Section IV, question 5 (p. 96) and Appendix C, Section IV, question 5 (p. 103).

[25] The discussion on foreign language course offerings that follows is based on data in Appendix B, Section IV, question 4 (p. 95) and Appendix C, Section IV, question 4 (p. 102).

Figure 5

Language Courses Available for Credit by Level, IS and AS Programs Combined



The depth and breadth of language courses offered in IS and AS demonstrate the importance of language training to the programs. What was not discernible was the extent to which these courses prepared students to cope with practical problems and global issues in another language. The site visits suggested that initiatives like Middlebury College's Language Across the Curriculum program, which encourages foreign language teaching of non-literature courses throughout the general curriculum, can significantly enhance the practical impact of language instruction.

With regard to experiential education, 80 percent of the respondents in both the IS and AS groups reported that study abroad had increased in importance and 56 percent reported increased significance for internships.[26] Despite the perceived importance of this experiential education, few respondents included study abroad and internships on their lists of new or strengthened programs over the last five years (see Figure 3 on page 15).[27]

In the case studies, the majority of the schools visited relied heavily on experiential education when resources permitted. Programs that were visited reported the value they saw in internships, which they viewed as giving students experience and entree helpful for gaining employment. Macalester College in St. Paul, Minnesota provided one example of a program that stressed internships. Nearly 60 percent of all Macalester students travel overseas during their undergraduate careers. Of these, more than half pursue internships while abroad thanks to the encouragement and facilitation of the College's International Center. Likewise, Occidental College in Los Angeles offers to a highly select group of students an "Occidental at the United Nations" program that stresses internships.

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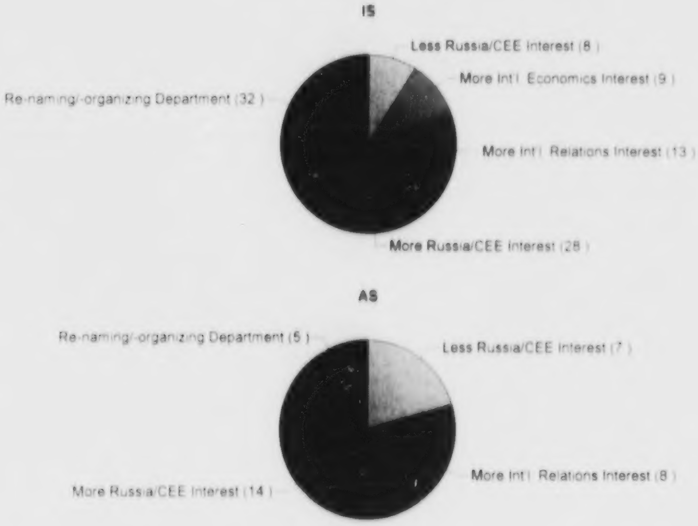
[26] See Appendix B, Section II, question 3 (p. 91) and Appendix C, Section II, question 3 (p. 98).

[27] See Appendix B, Section II, question 2 (p. 91) and Appendix C, Section II, question 2, (p. 98).

Asked to consider the impact of the **end of the Cold War** on their programs, about half of the respondents indicated change.[28] The IS group reported more impact, with 56 percent of respondents answering affirmatively. Interest in Russia/East-Central European was the most affected -- over 30 percent of all the positive respondents (in both groups) saw greater interest in the region, while 9 percent of the IS group and 17 percent of the AS group saw less interest (see Figure 6). The end of the Cold War was associated with renaming and/or reorganizing teaching units by 20 percent of the IS respondents and 12 percent of the AS respondents. Many also attributed greater interest in comparative politics and international relations to the end of the Cold War.

Figure 6

Impact of the End of Cold War on IS and AS Programs



Survey respondents were optimistic about the future of international and area studies. Seventy percent of all IS and AS respondents saw their programs expanding over the next 5 years, while 26 percent expected programs to remain the same size, and only 4 percent expected them to shrink.[29] Those that anticipated growth suggested that the gain would come from expanding curriculum and faculty, increasing enrollments, and greater central university/campus support. The expansion of off-campus (including overseas) study and internships was seen as a source of program growth for 14 percent of the IS programs, but only 5 percent of the AS programs.

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[28] See Appendix B, Section II, question 4 (p. 91) and Appendix C, Section II, question 4, (p. 98).

[29] See Appendix B, Section III, questions 1-4 (pp. 93-94) and Appendix C, Section III, questions 1-4 (pp. 100-101) for questions and responses regarding the future of IS and AS programs.

In response to a set of questions about specific plans for **future expansion** if resources were guaranteed, the ideal did not vary significantly from the responses on actual program growth over the last five years. If offered $1 million to add a geographic or functional specialization, nearly 55 percent of the IS and AS respondents alike chose to focus on geographic specializations, while only 35 percent opted to initiate a functional specialization.[30] Consistent with other responses, specific geographic programs targeted for growth were Asian studies, followed by Latin American and Russian/East-Central European studies. African studies was identified as a geographic priority by IS programs but did not rank highly among AS programs. In the functional realm, international political economy led the list followed by international development and the environment. Although not a geographic or functional specialization, foreign language training was also identified by the respondents to this question as a high priority.

When asked, "What is the **principal gap** that you would like to fill if you had one more faculty slot for this program?," 34 percent of the IS respondents identified the need for more regional specialists (particularly Asianists, followed in the distance by East European/ Russianists), and 24 percent indicated a demand for social scientists followed by foreign studies specialists.[31] The reverse was true for AS programs, 35 percent of which specified a need for more social scientists and 27 percent of which expressed a demand for more regional specialists (with Asianists leading the list and East-Central European/Russianists well below). Ten percent of the AS programs identified the need for more language teachers as well, but few identified faculty in interdisciplinary fields.

Students

Students, according to the survey, were perceived to be highly and increasingly supportive of international and area studies programs over the last five years, as over 80 percent of respondents noted increased student **interest/support**.[32] Key to this was student enrollments, which were reported to have risen by more than 70 percent of the respondents during the same period.

Asked about changes in the composition of the student body over the last five years, 70 percent of all respondents saw slight to dramatic increases in full-time student **enrollments** while only 7 percent saw decreases.[33] Part time enrollments also grew according to 37 percent of the overall respondents. Enrollment growth included both **U.S. and non-U.S. citizens**, with 50 percent of programs in both the IS and AS groups reporting some increases in each category.

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[30] *Ibid.*

[31] *Ibid.*

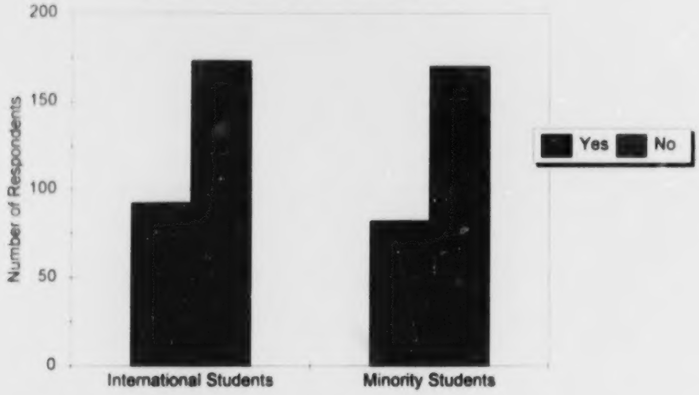
[32] See Appendix B, Section II, question 3 (p. 91) and question 9 (p. 93) and Appendix C, Section II, question 3 (p. 98) and question 9 (p. 100).

With regard to the **ethnic composition** of the growing group of U.S. citizens enrolled in IS and AS programs, the greatest change occurred among Caucasian/white students, with 45 percent of respondents observing slight to dramatic increases in enrollments among this group and 5 percent observing declines. Forty two percent of respondents reported increased enrollments of Asian-American students, followed by 36 percent who registered increases in Hispanic-American matriculants and 31 percent who saw rises in African-American students.[34] This is of great concern to APSIA schools, which see the most need for increased interest in international affairs education not among white students, but among students of color.

Only 35 percent of the respondents reported **special initiatives** in the last five years to increase either international or minority student presence in IS programs as Figure 7 illustrates.[35] The few that are making a special effort proved instructive of the range of possibilities. The IS programs were a bit more aggressive than the AS programs in recruiting international students with 40 percent as opposed to 27 percent reporting special activities. For minorities, only 31 percent of IS and 35 percent of AS programs reported special activities. This clearly shows that much more effort could be expended on recruiting promising minority group students to international studies programs at the undergraduate level.

Figure 7

Special Recruitment of International and Minority Students IS and AS Programs Combined



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[33] See Appendix B, Section II, question 6 (p. 92) and Appendix C, Section II, question 6 (p. 99) for all data on students.

[34] The question of the baseline for changes in student ethnicity or enrollments was not asked. There are relatively few Native American students at present on U.S. campuses.

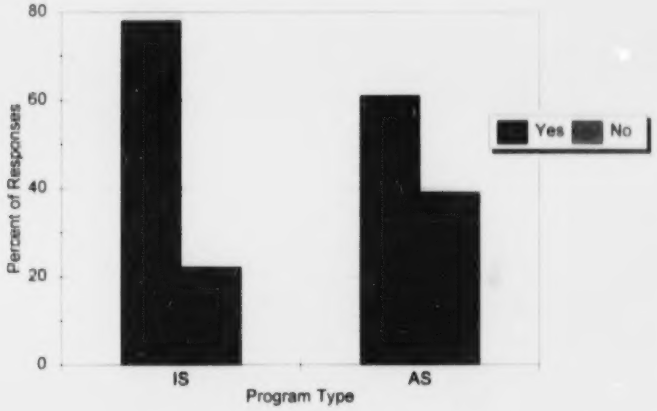
[35] See Appendix B, Section II, question 5 (pp. 91-92) and Appendix C, Section II, question 5 (pp. 98-99). A definition of "underrepresented minorities" appears on page 2.

For **international students**, the two most frequently mentioned initiatives involved special recruitment efforts and sibling school exchanges. AS respondents also identified targeted scholarships and funding as an international student recruiting strategy, while IS respondents were more likely to note their participation in overall campus efforts. For **minority students**, the most widely reported efforts were specialized recruiting and participation in overall campus efforts. The AS respondents also highlighted sibling school exchanges and designated scholarships for minority recruiting, as they did for international students.

Student **career plans** and aspirations were perceived to have changed between 1989 and 1994. Well over half the respondents reported increased interest in graduate school.[36] IS respondents (68 percent) saw this as a stronger trend than did AS respondents (54 percent). In terms of employment plans, there was continued evidence of strong student interest in employment among the private, public and non-profit sectors. The most discernible shift emerged from the AS group where 52 percent of respondents perceived growing interest in private-sector positions as compared with only 33 percent who observed increased student interest in non-profit or government sector employment in the last five years.[37] This slight shift toward the private sector might reflect the lack of growth of public sector employment. Thus students may have adjusted "public service" ideals and aspirations to the realities of job markets, and the need to cover costs of living, and repay student loans.

Figure 8

Career Aspirations: Differences Between IS/AS Majors and the Larger Student Population



As is shown in Figure 8, nearly 75 percent of the respondents identified differences in the **career aspirations** of international and area studies students compared with the overall college population. The overwhelming difference was the desire of the students to integrate an overseas component into their careers. Many respondents also perceived international and area studies students as having greater interest in public and government service or being more service oriented and idealistic than the general student population. Another small cluster saw IS and AS students as more ambitious, brighter and more eager for advanced training.[38]

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[36] See Appendix B, Section II, questions 7-8 (p. 92) and Appendix C, Section II, questions 7-8 (p. 99) for data on student career plans and aspirations.

[37] There were no questions that allowed the analysis to judge whether these graduate school plans would be fulfilled immediately after college or after some years working. Nor was there any way to identify how the graduate education trend was linked to poor job markets for college graduates overall.

Campus Support

One important indicator of the vitality of any academic program is the degree to which it is an integral part of the curricular and institutional fabric of a campus, capable of attracting students, faculty, and other resources. As reported above, the survey found that more than 50 percent of both the IS and AS respondents saw their programs as having become more integrated with the rest of the campus.

Other evidence of the vigor of international and area studies programs was that over 75 percent of respondents reported **increases in support** for their programs from faculty and 78 percent observed increases in support from campus leadership.[39] Less encouraging, over half of the respondents identified external funding sources (such as government or foundations) as moderately to very supportive, although a substantial minority of 12 percent found this group to be not supportive at all. Boards of trustees were viewed as the least supportive of all stakeholders. Of the AS respondents, only 43 percent said trustees were supportive, while 14 percent said they were not. Of the IS group, 41 percent found trustees supportive, while 8 percent did not.

Sixty-five percent of all the respondents expected these patterns to remain unchanged in the **future**. The positive view indicates that respondents believe they will continue to receive strong student, faculty, and administrative support. The less than rosy view anticipates that boards of trustees will not be very supportive and will not change. Of the 35 percent of the respondents who believe that these patterns will change in the future, 10 percent of the IS group expects to see increases in external funding, while 15 percent of the AS group anticipates decreases. This seems to reflect an expectation of greater obstacles to growth on the part of the area studies programs than is seen by international studies programs.

A few schools reported that they are responding to the challenges and opportunities presented to international affairs education with significant structural reorganization. Noteworthy is the restructuring carried out by the University of California at Berkeley in which a new Dean of International and Area Studies has been given responsibility for coordinating international undergraduate and graduate teaching programs, research programs, and international exchanges of students and faculty. This concentration of authority was designed to strengthen campus-wide coordination in international and area studies. Similarly, on a smaller scale, in 1993, the University of Southern Mississippi established an International

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[38] It was not possible to tell whether this was a simple expression of "pride in our own" or truly revealed a higher calibre student in international and/or area studies programs.

[39] See Appendix B, Section II, question 9-10 (p. 93) and Appendix C, Section II, question 9-10 (p. 100) for data on support issues.

Studies Planning Group to coordinate the development of international programs on its campus and to help secure external funding.

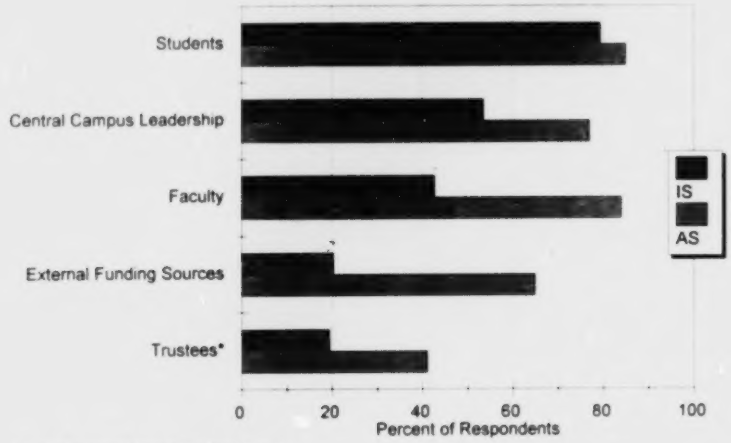
Several warning flags were raised regarding prospects for international affairs resources by responses that indicated **slight to dramatic declines** in a few key areas.[40] Faculty and funding declines were reported in the AS responses, and language course declines were marked in the IS group. For example, although 53 percent of all respondents indicated slight to dramatic increases in the "number of faculty," 15 percent indicated slight to dramatic decreases. The AS respondents suffered declines more acutely, with 29 percent reporting slight to dramatic reductions in the number of faculty. In addition, the "funding/resource" variable revealed that only 6 percent of all respondents reported declines, but 11 percent of AS respondents cited declining resources. Another alarming trend was in the "number of language courses" offered. Although 61 percent of all respondents cited increases, 13 percent reported declines, most heavily in the IS programs.

These patterns of declining numbers of faculty and financial resources in AS programs and decreasing numbers of language courses in IS programs raise a worrisome question: Will the seemingly more vital international studies programs be able to sustain quality issue and problem-oriented programs while offering the absolutely crucial foundation understanding of linguistic and cultural context traditionally supplied by area studies programs?

Viewed together with the reported increasing student demand for both IS and AS programs, these findings indicate a pattern of "consumer-driven" demand for international affairs education at the undergraduate level. Curiously, the further one gets from the actual delivery point of undergraduate international affairs education -- the classroom -- the survey reports weak support, and the closer one gets to that delivery point and especially to the consumers of that education -- the students -- the stronger the support (see Figure 9).

Figure 9

Support for IS and AS Programs



* Includes equivalent state/local board

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[40] See Appendix B, Section II, question 3 (p. 91) and Appendix C, Section II, question 3, (p. 98).

This "consumer-driven" pattern may reflect difficulties that large organizations -- be they private sector, public sector, or not-for-profit -- have in adjusting to changing needs. Our survey suggests it is individuals -- students and their families, individual faculty members and campus leaders -- who are perceived to be most clearly pushing for more internationalized education. This presents a significant challenge and opportunity for organizations in all sectors who wish to benefit from and support higher education and who wish to be as productive as possible as contemporary life becomes increasingly "globalized."

Conclusion

Overall, the good news is that the findings on program structure and content reported above indicate robust growth in undergraduate international and area studies degree programs in the United States over the last five years. The number of courses within disciplines and specializations are increasing, and student enrollments are rising sharply.

Much of the structure of these programs has not changed significantly, however. Political science, foreign languages, and history continue to provide the disciplinary foundation of these programs. Regional studies also continue as bedrock, with the greatest focus on Asia and Russia/East-Central Europe and Latin America also attracting significant interest. Functional specializations are receiving less emphasis, as surprisingly few respondents indicated any firm interest in pursuing a fully multidisciplinary, problem-oriented educational approach. This was especially the case in area studies programs. This abiding reliance on discipline-based and/or regionally focused courses at the undergraduate level is of concern. At best, it appears to be a too-slow adaptation to changes in global conditions and consumer (student) demand. At worst, it appears to be at odds with the preparation required to address the changing international environment of the 21st century in which problems and issues cut across specific disciplines and regions of the world.

Furthermore, despite some significant growth in the number of courses offered within programs, the survey revealed a surprising lack of evidence of change in curricular content, suggesting that much of the integrative work required to face new global issues is being left to students, graduate schools and employers. The identification of one relatively new undergraduate curricular growth area in a functional specialization -- international political economy (a field that was in gestation for two decades prior to the end of the Cold War) -- suggests there is some responsiveness on the part of international and area studies degree programs to the apparent desire of their majors to target international business or the commercial/economic policy side of government for employment upon graduation. Otherwise, the survey appeared to indicate that a large number of undergraduate international studies and area studies programs in the United States have changed little, even in the face of tumultuous global changes over the last five years.

Since this survey did not attempt to capture the extent to which the contents of individual courses have undergone revision in response to the new realities of the post-Cold War world, it is impossible to determine precisely what is happening in classrooms. Much change is likely to be taking place at this level, since the solid, well-researched literature on global change is still being written and integrated into textbooks. Hopefully, future studies that examine syllabi, texts, and course requirements will provide an understanding of the degree of dynamism and adaptation of content at this level. Such studies might help the development of future curricular growth areas (such as international conflict resolution and international environmental studies), perhaps providing targets for a concerted effort to speed their development.

Nonetheless, through the use of the site visit case studies, the project did attempt to get some deeper insights into the changes that are occurring in the course contents of undergraduate international and area studies degree programs throughout the United States. As mentioned above, several site visits were made to programs that responded to the survey and exhibited innovative and cutting-edge approaches to curricular structure and content. Section VIII provides detailed reports on these visits. We hope that beyond the broad trends outlined above, these detailed descriptions will provide readers with additional insight into the creation and nourishment of several of the nation's leading undergraduate international and area studies degree programs.

Finally, as a publication of an association that represents graduate schools that seek applicants committed to and prepared for professional international affairs degree programs, the report outlines several recommendations for the enhancement of international and area studies degree programs at the undergraduate level. These constitute a broad set of objectives or aspirations for the development of programs that maintain a commitment to a balanced liberal arts education, while imbuing students with foreign language and geographic area expertise, and exposing them to a wide range of cross-cutting global issues.

VII. RECOMMENDATIONS

The Programs

The findings of this study indicate that undergraduate international studies and area studies programs in the United States have made significant yet modest changes in structure and content over the last five years. It is our view, however, that the new challenges and the many opportunities presented by the dynamic post-Cold War international environment requires that much more be done and that it be carried out at a faster pace than in the years between 1989 and 1994. Below are recommendations that emerged from this study. These were both inspired and discussed by the many concerned and dedicated international affairs professionals who met with our research team during the site visits and at the workshops in which the survey results were reviewed. We hope that these recommendations will be of use to university faculty and administrators in their efforts to provide students with a balanced liberal arts education, a good working knowledge of the countries and cultures of the world, and recognition of the issues that confront world citizens and their leaders.

Admissions Policy

- University admissions officers and interested faculty should work together to develop mechanisms for explaining to potential applicants and their families the nature of international studies and area studies educational opportunities on their campuses.

These explanations should include discussion of prerequisites for admission and prospects for careers based on an international affairs education.

- Special efforts should be undertaken to recruit highly motivated students based on the advantages of an international affairs education.

Curricula

- Core requirements for a bachelor's degree in international studies or area studies should be based in a strong, robust liberal arts curriculum. The curriculum should impart the foundation of knowledge and skills necessary to prepare both future professionals and good global citizens. Educational programs should provide the following:
    - A broad-based, multidisciplinary, liberal arts curriculum that integrates course offerings in the social sciences, humanities and natural sciences;
    - Instruction and experiential opportunities to gain functional competence in at least one language other than English;
    - Effective English language oral and written communications skills;
    - Familiarity with computer and communication technology;
    - Foundation instruction in micro and macroeconomics;
    - Foundation instruction in international politics and international relations theory;
    - Foundation instruction in at least one other region/culture of the world (regional expertise) for the international studies major and greater immersion in another region/culture of the world for the area studies major;
    - Foundation instruction about at least one set of transnational issues (functional specialization) for the area studies major and greater immersion for the international studies major;
    - Foundation instruction in social science methodology;
    - Opportunities for study abroad and other forms of experiential education.

- Area/regional specializations should introduce students to the language, history, literature and culture of the world's geographic areas and explore functional issues in a regional context, using a multidisciplinary approach.

- Functional specializations should introduce students to cutting-edge issues and offer a policy-grounded, multidisciplinary approach to the solution of transnational and regional problems that cut across national boundaries.

- International and area studies programs should devote resources to the development of functional specializations, especially those that address cutting-edge issues in areas such as international economic policy, international environmental issues, and conflict resolution. They should also develop capacities to both teach and introduce students to the practice of these specializations so that a rapid start can be made on acquiring in-depth expertise in graduate school and in work settings.

- General education and other academic degree requirements should include international and intercultural elements to ensure that all students are introduced to this subject matter.

- Foreign language programs should offer more training in practical language skills and should develop teaching methods and curricula to address this need.

Teaching Methods

- Programs should encourage a multidisciplinary approach that explores the international dimensions of a wide range of subjects.

- Programs should include policy-grounded exercises and courses that examine policy-related issues and explore practical solutions to global or regional problems.

- Teaching methods should encourage some "learning by doing" and therefore should include such interactive approaches as role playing, case studies, simulations, gaming, policy workshops, group learning/projects, and more extensive use of computer and communications technology.

- Experiential education should be an integrated feature of curricular programs. Beyond study abroad, internships, field research, work/study, and cooperative education arrangements should be encouraged and rewarded, especially when they are conducted overseas or otherwise emphasize cross-cultural or non-English-language environments.

Faculty

- Faculty members who reflect and advance the programs' curricular mission to provide a balanced liberal arts education combined with international expertise on functional and regional issues should be recruited.

- Mechanisms should be developed to recruit and retain minority and female faculty members -- especially members of underrepresented minority groups.

- Faculty members and administrators should be encouraged toward and rewarded for taking individual initiatives to be creative and entrepreneurial in the development of innovative teaching methods and course content.

- Faculty in all disciplines should be encouraged to carry out international research through sabbatical and other leave arrangements.

- Visiting faculty from campuses both within and outside the United States should be recruited and utilized by all disciplines as appropriate and feasible, with the goal of complementing the capacities of regular faculty.

Students

- International students should be fully integrated into campus life and called upon by departments and programs for their perspectives and expertise.

- All students should be encouraged to study in a foreign country for a least one semester and financial assistance sought for those in need of it.

- International and area studies programs should systematically introduce career guidance and counseling into the process of academic advising.

- Schools should search for additional financial assistance and develop creative mechanisms for helping students meet their financial obligations including increased access to internships and full-time jobs in the international arena.

- Schools should increase efforts to recruit students from underrepresented minorities into international and area studies programs as a means of diversifying the field and bringing new and broader perspectives into the classroom.

- Schools should promote links to alumni/ae, both to enhance networking and to provide role models and opportunities for new graduates.

Campus Leadership

- Universities/colleges should endorse a multidisciplinary approach to undergraduate international studies and area studies degree programs.

- University/college administrators should, when possible, create freestanding international studies or area studies teaching units (schools or departments) and/or encourage cooperation among teaching units and facilitate joint faculty appointments.

- Campus leadership should recognize that international affairs education is reinforcing and complementary to broader university/college goals and, accordingly, should encourage initiatives of administrators, faculty, students, and alumni/ae in this field.

- University/college leadership should strengthen the links between campus-wide internationalization efforts, domestically-oriented multicultural education and international/area studies degree programs.

- Study abroad should be integrated into the general curriculum and made available to all students on campus and should be encouraged as a means of developing awareness and understanding of other peoples and cultures among majors and non-majors alike.

Special Programs

- Outreach programs to work with the local community about international affairs issues should be expanded and strengthened.

- Sponsored research on international affairs, as well as international education, should be encouraged and facilitated.

- Consortial and networking arrangements should be developed, when appropriate, to augment limited resources and to increase breadth and depth in course offerings.

Higher Education Community

There are several initiatives that the higher education community can take to advance international education in the United States. Since collaboration will be increasingly important for sustaining growth in international and area studies, the higher education community should encourage the formation of consortia to stretch existing academic resources and obtain new external sources of funding. Three possible approaches are suggested:

- The establishment of a national clearinghouse for language, and international and area studies programs and a system, drawing on lessons learned from the intra-European exchange program (ERASMUS), for arranging transfer of students within the United States for one or two semesters. This clearinghouse might also support special intensive summer international/area studies programs, facilitate faculty exchange, and identify potential adjunct faculty.

- The creation of a distance education system, taking advantage of growing electronic media capability. This might be helpful for expanding student access to teaching resources for the less and least commonly taught languages and other subjects that are taught at only a few institutions.

- The development of a sibling school network to expand opportunities and incentives for undergraduate international/area studies consortia between and among institutions in the United States and abroad. This endeavor should seek to: (1) bring traditional outsiders into the international/area studies arena (e.g., students in natural and applied sciences and in education); (2) assist in development of initiatives to bring more ethnically diverse faculty into the field; and (3) engage in outreach to high schools, targeting ethnic groups traditionally not well represented in international affairs professions.

Future Studies on Undergraduate International Education Programs

This study is an attempt to make a preliminary assessment of undergraduate international and area studies in the immediate aftermath of the Cold War. In undertaking such a short-term study, we are keenly aware that much more can and should be done. Thus, we offer some suggestions for future studies:

- Conduct research on actual and/or potential ties between private, public and not-for-profit employers and university/college international studies and area studies programs with the goal of increasing employer understanding of the benefits of existing programs and providing guidelines for improving programs to respond to employer needs.

- Compare problems and prospects of international and area studies programs at different types of higher education institutions, such as major research universities, comprehensive teaching institutions, baccalaureate institutions, and colleges and universities with significant minority enrollments.

- Conduct research on the roles of university/college officers and trustees in promoting international studies and area studies programs on campuses.

- Examine specific course syllabi, texts and course requirements of cutting-edge international and area studies courses to get a better understanding of change at the classroom level.

- Contact individuals and groups of students directly to ascertain through what mechanisms, other than the traditional international and/or area studies majors, they are integrating international issues into their curricular programs. Examine the degree to which dual majors and minors are useful tools toward this end.

VIII. SITE VISIT REPORTS

The data presented above cannot begin to convey the impressive variety of international and area studies degree programs available to undergraduates in the United States today. To gain greater insight into the nature and content of these programs, the research team carried out site visits during the summer and fall of 1994 to a diverse group of ten undergraduate international studies and/or area studies degree programs on campuses across the nation.

These ten programs were selected because their survey responses indicated particularly innovative curricular programs. Each of these programs has its own distinct character and offers a different approach to or perspective on international education. Some are among the largest programs in the nation, others are among the smallest. They are located throughout the United States and focus their curricular programs on a wide variety of functional topics and regions of the world. Some are financially secure, others are struggling to make ends meet. Some are free-standing, independent schools, others are programs largely dependent on the cooperation of other campus teaching units. What they all have in common is an entrepreneurial spirit and a dedication to a broad-based multidisciplinary, liberal arts education that offers students an understanding of and appreciation for the issues, countries and cultures beyond the borders of the United States.

The programs included are found at the following colleges/universities:

- The American University (School of International Service): Washington, D.C.
- Florida International University: Miami, Florida
- Georgetown University (Edmund A. Walsh School of Foreign Service): Washington, D.C.
- Macalester College: St. Paul, Minnesota
- Middlebury College: Middlebury, Vermont
- Occidental College: Los Angeles, California
- University of California, Berkeley: Berkeley, California
- University of Nebraska at Omaha: Omaha, Nebraska
- University of Southern Mississippi: Hattiesburg, Mississippi
- University of Texas at Austin: Austin, Texas

THE AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE
WASHINGTON, DC

MISSION AND GOALS

The School of International Service was founded in 1957 at the initiative of the president of the university with the support of the United Methodist Church. SIS Dean Louis W. Goodman, who has led the school since 1986, and Associate Dean Nanette Levinson work very closely with other departments and with the university overall to increase the level of international awareness among the student body and to globalize education at AU overall.

The School of International Service (SIS) is the largest school of international relations in the United States, with 1500 undergraduates and 800 graduate students enrolled. The School's goal is to build a cosmopolitan community that creates knowledge through teaching, research, and public dialogue. Through a carefully designed combination of scholarly breadth and concrete experience, the School's faculty challenges their students to care about moral, philosophical, and practical implications of an interdependent world.

BACKGROUND

The American University was chartered by an Act of Congress in 1893 as a Methodist Church-related institution. Located in Northwest Washington, D.C., this independent and coeducational university is easily accessible to the capital city's important centers of government, business, and learning. The academic, degree-granting divisions within the university are: the College of Arts and Sciences; Kogod College of Business Education; School of Communication; School of International Service; School of Public Affairs; and Washington College of Law.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

- **School of International Service**-- offers bachelor of arts, master of arts and doctoral degrees in international affairs. Fields of concentration and higher degrees are offered in: International Affairs (International Law and Organization; International Political Economy; and Peace and Conflict Resolution); International Communication; International Development; Development Management; International Economic Policy; Law and International Affairs; International Relations; and Language and Area Studies.

- **Dual degree programs** are offered to students from Korea and Japan through cooperative agreements. In five to six years, international students can earn a bachelor's degree from The American University which is recognized in both countries' educational systems.

- A **B.A. in Language and Area Studies** is offered jointly by the College of Arts and Sciences and the School of International Service. Students may major in French/Europe, German/Europe, Japanese/Asia, Russian/Area Studies, or Spanish/Latin America.

- The **World Capitals** program has 17 study abroad sites that undergraduates may attend for credit. Approximately 20 percent of the student body takes part in study abroad.

- The **Center for Study of the Global South** of SIS organizes conferences on issues faced by underdeveloped countries.

- SIS's **Model United Nations** pairs volunteer students with local high school students, and is very popular among SIS students.

- Nearly 13 percent of enrollments at The American University are international students. They tend to fall into three categories: (1) U.S. born students who have lived abroad for most of their lives; (2) international students who have lived and been educated in the United States, particularly children of embassy officials in Washington, D.C.; and (3) international students who have lived and been educated abroad.

SCHOOL OF INTERNATIONAL SERVICE

Undergraduate Program Description

The undergraduate program at SIS grants a B.A. in International Studies, and strives to provide students with a very broad-based liberal arts education with an international focus. This base is considered critical to the students' future success in job markets. Moreover, the international focus is essential to all citizens given the increasing globalization of the world as a whole.

The School of International Service carries out this mission through a carefully constructed major that offers many choices to enable students to individualize their programs. The program balances classroom learning with experiential education both on the Washington campus, in the local area, and abroad. In 1988 SIS completely reworked the requirements for the major. Through the input of faculty and students, the program was made more rigorous, and was linked more systematically with the University's general education program. Extracurricular opportunities such as workshops and internships have been added to complement curricular experiences and the study abroad opportunities available to undergraduates have been diversified.

Curriculum

The School's multidisciplinary curriculum emphasizes the operative world in its title: Service. In their courses, SIS students confront the central issues of world peace and security, international trade and finance, third world development, human rights, international environmental issues, population control, urbanization, international terrorism, and the nuclear stalemate.

The curriculum has four major components. First, the bachelor of arts degree in International Studies is integrated into a broader, university-wide General Education program that all students at AU must complete. There are five fields within the General Education requirement, one of which is International and Intercultural Experience. Second, SIS exposes students to six different fields: comparative and regional studies; international communication; development; international economic policy; U.S. foreign policy; and international politics. Additionally, SIS requires some skill mastery, including foreign language proficiency and social science research methods. Internships can also be counted as part of the degree. Third, students must complete a concentration in both a regional and functional area, which includes language study, study abroad and coursework in the same region. The fourth component is a Senior Seminar that provides an opportunity to integrate much of the program and to pursue original research with faculty. As part of the Senior Seminar, students must complete a significant research project and oral presentation.

SIS offers 125 sections of courses per semester. Of those, approximately 100 are for undergraduates. Through the core requirements, students are exposed to a broad array of courses with many choices. There is a language requirement at SIS that may be met by passing a proficiency exam. However, languages are popular and many students choose to study them in formal courses.

Each year, the SIS administration re-evaluates the appropriateness of the functional and regional concentrations. For example, the former regional field of "Latin America" recently has been renamed "the Americas," and functional fields on international business, international conflict resolution, gender and women's studies and international environmental affairs have been added. Likewise, there is a constant fine-tuning of the other requirements and the school actively engages faculty and students, who together form an undergraduate studies committee, to work together on these issues.

Program History

The program has become integrated with the rest of the campus over the last five years, as enrollments have increased faster than faculty numbers. SIS has to rely more heavily on the rest of the campus for teaching at the undergraduate level now, and 60 percent of the courses are taught by non-SIS faculty.

The program approach has been multi-disciplinary since its inception. As Deans Goodman and Levinson explain, this is the nature of the world and the way it ought to be taught. Over the last five years, SIS has increased its functional offerings, maintaining a focus on future employment and the belief that students need to know about career opportunities. The functional concentration, although only three courses, provides a "toehold" for this. Dean Goodman explained that he wears a baseball hat as he greets new students to remind them that they need to be "fans" of something -- to know and care about something which can set them apart, give them an identity, and perhaps give them a slight edge in a job search or for graduate studies. To this end, he explained that students must take the international perspective as an expected "given" and then specialize in a field that helps distinguish them from others.

SIS also has strengthened and broadened the array of functional fields as a result of the changing international environment -- changes which the deans attribute largely to the impetus of the faculty, who represent a "culture of innovation and choice." Factors such as an increased concern for the environment, greater universal resolve to work actively for peace, and a declining interest in the former Soviet Union in general have influenced some of the new courses, and new names and groupings for regional areas (for example, Russia and Eastern Europe now fall under the heading of Europe in SIS's regional distinctions.)

Teaching Methods

A wide range of teaching methods are employed at SIS. Generally, there is a movement away from straight lectures. Professors often use case studies, simulations, and guest speakers from the Washington, D.C. area in their teaching methodology. SIS tries to balance theoretical and applied teaching in all of its offerings. Additionally, the school places heavy emphasis on experiential learning. This was summed up as "policy-grounded curriculum based in theory and scholarship with an experiential component." There is no absolute requirement for experiential learning, but it is distinctly encouraged.

Many students take courses outside of SIS, and the program actively combines listings with other departments and interacts with them so the teaching is compatible with SIS' perspective. For example, SIS encourages economics instructors to include policy-oriented teachings as well as pure theory, and would like to see more "Global South" history in the history department.

Faculty

There are 44 tenured lines authorized (as compared with 21 in 1986), and there have been between 55 and 60 full-time faculty in the last 3 years, plus 60 adjunct faculty. Currently the student-faculty ratio is approximately 14 to 1. The average full time SIS faculty member teaches five courses per year (spring and fall semesters).

Faculty at SIS come from a variety of professional and academic backgrounds. The largest number are PhDs in political science; some hold law degrees and many faculty hold doctorates in economics, education, sociology, and anthropology -- a wide range of the social sciences -- with research specializations in virtually every region of the world. Professionally, a number of SIS faculty spent part of their careers as diplomats or lawyers. SIS also utilizes adjunct professors who are leaders in their fields.

Students

Dean Goodman believes that, to choose an "unusual" focus like international studies, students must be goal-oriented to some extent and this tends to make them more successful in their academic pursuits. SIS students are deeply committed to international affairs, according to the deans. Almost all undergraduates are full-time students. There are currently 1,500 undergraduates in the SIS program overall. There are about 100 minors in SIS. Double majors are also popular, particularly in economics, political science, and communications. Within SIS, about 250 students are social science and humanities majors (language and area studies), and about 1,150 major in social science (international affairs).

Dean Goodman likes to refer to SIS students as "pragmatic idealists." Approximately two-thirds will work after graduation, nearly half in the non-profit sector and the balance divided between the private and the public sectors. Between 75 and 80 percent of SIS graduates eventually go on to graduate school, about 20 to 30 percent of these go directly out of college. Although many students have a narrow view of job opportunities to start with, SIS tries to reinforce both idealism and pragmatism and to expose them to as many employment opportunities as possible to broaden their horizons. Interestingly, more SIS graduates go to work for the Departments of Commerce or Agriculture than for the State Department.

Distinctiveness

A key to the success of the program is the unique advising system that guides students and facilitates their academic goals. Within this system, all entering freshmen are assigned to a special adviser who works only with first-year students. Students also are assigned to peer advisers in the program to whom they may turn for advice. There are two special programs for all new students: a university-wide summer orientation, and a freshman international experience program run by SIS two weeks before the summer orientation.

The fact that SIS is a free-standing, autonomous school that is at once multi-disciplinary and unitary, without rigid divisions, plays a central role in its success. The lack of division means it is easy to shift foci as needed, making the school more responsive to changing needs and trends.

The commitment of the faculty to both research and teaching is another key to success at SIS -- a phenomenon encouraged by the administration. Faculty undergo an annual merit review which is based on three criteria: research, teaching and service. Although research receives the highest weight in the ranking, it is not just a question of how much research faculty have done, but also how they have involved students in their research.

Another achievement is the high level of school spirit at SIS. SIS functions as a community of students and scholars -- true to the original charter of 1957, which laid out three related parts to the school: the faculty, the graduate students, and the undergraduates, all of whom are bound by the constitution to relate to each other. (Decision-making processes must include input from all three.) This structure has evolved a formal ethos, which is symbolized physically in centers like the Davenport Coffee Lounge, a meeting area in SIS run by the students where these three components meet and interact regularly.

Another major factor in SIS's success is its ideal location in Washington, D.C. SIS was set up with a self-consciously broader focus than other Washington, D.C. schools teaching international affairs, so that the international foci include military service, religion, business, and government.

Challenges

One of the most challenging aspects of the program is coordinating SIS's agenda with the rest of the university. Because SIS is the fastest growing AU school -- it has tripled in size in the past decade, and is the largest undergraduate major by far -- it places large demands upon the university.

It is also difficult for AU to recruit students, due to the general level of competition among undergraduates, limited resources, etc. SIS strives to meet this challenge by offering unique programs and keeping the curriculum current with changes in the world.

The efforts to address major challenges seem to have paid off at SIS. The program has grown dramatically and the curriculum has been transformed and strengthened. Because SIS has been so successful in recent years at recruiting some of the best faculty some of them are now being "stolen" away from them. However, this is a sign of success which SIS seems to meet with a will to try as hard as possible to retain top-flight faculty.

CAMPUS LEADERSHIP

AU's Provost and former Director of the General Education Program, Dr. Ann S. Ferren, stresses the importance of international education at the University, noting that the curricular reform undertaken in 1985 put international studies on equal terms with the natural sciences by requiring that all students take two courses in International and Intercultural Experience. She indicates that the School of International Service is the focal point for international activities on campus, although programs throughout the university have significant international content. Nonetheless, SIS sponsors much of the international life on campus, by arranging such activities as speakers programs, evening seminars, visiting scholars programs and symposia that are not available elsewhere.

In general, the campus is very committed to internationalization and many of the schools and departments want to take part. SIS is pleased about the fact that it is no longer the only part of the school pushing for internationalization of the curricula and student body.

Plans for future improvement of international programming across the AU campus include: measures to ensure that every curriculum is "tuned up" with regard to its international content; programs to increase enrollments of international students; the development of relationships with new universities both in the United States and abroad; and supplementation of sabbaticals to allow more faculty to carry out research abroad.

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FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA

MISSION AND GOALS

Florida International University (FIU) seeks to live up to its middle name by fostering "a process of systematic interdisciplinary inquiry into the nature of things across and around the globe." The university draws upon its cosmopolitan setting "to provide teaching, research and service within an urban environment, which is unusually rich in its diversity of peoples, languages and cultures." Thus, the university draws upon the Miami community to provide opportunities for FIU students to understand better international competitiveness and enhance their international expertise.

FIU President Dr. Modesto A. Maidique has included international as one of four strategic themes on which the university's future growth will focus. The others include urban, environment and communication. He has emphasized that coherent international program development is central to all aspects of the University's mission. "Accordingly, the University intends to build upon institutional strengths, recognizing and encouraging individual and international initiatives on the part of the faculty, while identifying and exploiting unrealized synergies."

BACKGROUND

Founded in 1972, Florida International University is one of the youngest comprehensive higher education institutions in the United States. It is a member of the State University System of

Florida and is the fourth largest university in Florida with an enrollment of nearly 26,000 students. It is also one of the 50 largest universities in the United States. FIU has 11 colleges and schools that offer over 100 bachelor's nearly 90 master's and 13 doctoral degree programs. These are spread across two campuses in Miami -- the University Park campus, with approximately 70 percent of the student body, and the North campus which serves most of the balance of students.

With over 1,300 faculty, FIU offers a student/teacher ratio of 18 to 1. Located in one of the most international of U.S. cities, the University has a thoroughly international, multicultural, urban ambience. Nearly half the student body are Hispanic-Americans and the average age of an undergraduate is 25. More than half the students are enrolled part-time and hold down full or part-time jobs. Thus, classes are scheduled at hours that accommodate commuters. As one senior faculty member noted, "We run like a Seven Eleven store. Classes begin at seven in the morning and run until 11 at night."

CAMPUS-WIDE INTERNATIONAL PROGRAMS

- **Office of International Education, Programs and Activities** -- coordinates the international activities of FIU. Once a powerful entity on campus and headed by a dean, the office was dissolved in the mid-1980s and reopened in 1990. In its current incarnation, the office emphasizes its role as *coordinator, not director,* of international programs on campus.

  Despite the reduced mandate, the office has a broad range of responsibilities. Led by a full-time Director, Dr. Dennis J. Gayle, the office "proposes international initiatives in consultation with other units, assesses current programs and develops long-term plans for international activities." This includes outreach to the local community and beyond, solicitation of grants and contracts, and promotion of internationalized curricula across campus.

  Thus, the Office of International Education, Programs and Activities oversees agreements with foreign universities and governments, faculty and student exchange programs, FIU academic and executive development programs abroad, student study abroad, and international student recruitment, as well as the Fulbright scholar and student programs.

- **University Linkages** -- in order to foster student/faculty exchanges and cooperative research, FIU has entered into many agreements with universities around the globe. Partner institutions include: the University of Sao Paulo in Brazil; the Autonomous University of Yucatan at the University of Columa, Mexico; Oxford Brookes University in Great Britain; the Universities of Santiago de Compostela Vigo, and La Coruna (Galicia), the University of Alicante, and the University of Navarra in Spain; the University of the West Indies (Barbados and Trinidad-Tobago); the University of Reims-Champagne-Ardennes in France; Won Kwang University in South Korea; the University of Liberec in the Czech Republic; and Victoria University of Technology in Australia.

- **Study Abroad** -- since such a large number of the students work full time, there are few opportunities for them to pursue semester or year-long study abroad during the academic year. Thus, FIU has established programs to accommodate the students' schedules. Two week programs have been established and summer study abroad programs are popular. They are led by faculty members from various disciplines and travel is to various locations ranging from Great Britain, China, France, the Czech Republic, Barbados, Jamaica, Costa Rica, Australia and Spain.

- **International Students** -- representing a little over six percent of the FIU student body, there are nearly 1,500 international students from nearly 100 countries enrolled. These students are in addition to the very large number of recent immigrants to the United States from Latin American and Caribbean nations, who comprise the large majority of students.

- **Latin American and Caribbean Center** -- created in 1979, LACC undertakes research, training, and public education activities focused on Latin America and the Caribbean. Drawing upon 115 faculty from across campus and offering 100 courses each year, its goals are to promote inter-American understanding through education. LACC is recognized for its research on Central America, the Caribbean and Cuba and houses several research institutes including the Cuban Research Institute, the Florida Caribbean Institute and the Florida-Mexico Institute. With no teaching faculty of its own, LACC draws upon and seeks to build bridges across a wide range of disciplines, including economics, political science, sociology, anthropology, history, music and dance. A Title VI National Resource Center, LACC provides seed grants for faculty to conduct research or develop curricular materials related to the region.

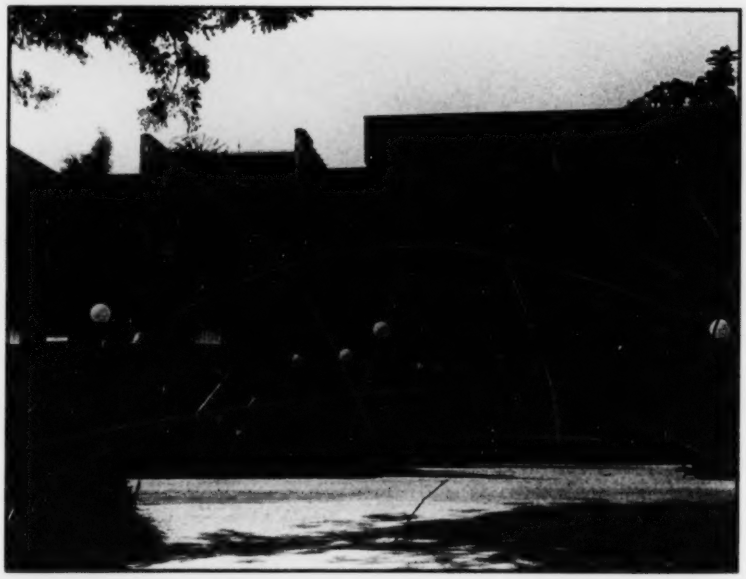
  LACC offers a certificate in Latin American and Caribbean Studies, which enrolls approximately 100 students. To the extent that a commuter campus allows, LACC promotes foreign study programs. It also sponsors and organizes activities, including conferences, workshops, publications, etc. to educate and inform the campus and the Miami community about major issues pertaining to Latin America and the Caribbean. Since 1988 the Center has also published *Hemisphere,* a quarterly journal of Latin American and Caribbean affairs.

DEPARTMENT OF INTERNATIONAL RELATIONS

Curriculum

FIU's Department of International Relations is a multidisciplinary entity. With nearly 300 undergraduate majors, the department has a core faculty of 17 with several more joint appointments. An additional 50 faculty members are associated with the department -- led in International Studies from the departments of history, political science, sociology, anthropology and economics.

Majors are required to take a minimum of 30 semester hours or approximately 10 courses. Coursework focuses on geography, area studies, strategic studies, international law and organization and international relations theory. Students must take three international relations and one geography course as well as one course in each of four "breadth areas" -- i.e., area studies, population studies/geography, international law and organization, and issues in international relations. Students are encouraged to focus some coursework on a particular region of the world. Internships and volunteer work are also encouraged but are difficult to implement on a campus where most students already work full or part-time jobs.



According to Damian Fernandez, a faculty member and Director of Graduate Programs, the undergraduate curriculum straddles the line between international relations and international studies. The core of the program centers on traditional political science-based international relations courses, but exposure to regional studies is required, often through comparative courses or the many elective courses with area content. The program's strength, according to Dr. Fernandez, is in "intermestic" courses -- those that make the connection between domestic and international issues. Gradually the program is focusing less on the area studies and more on the transnational issues and the functional and disciplinary fields that cover such topics as international political economy, international law, international development and foreign policy.

The end of the Cold War has forced the department, like all others in the international arena, to walk "the tightrope between change and continuity," reports Fernandez. New electives have been added in human rights, democratization, and immigration and an international political economy course may be made a core requirement. However, according to Fernandez, the department has sought to resist fads and to maintain the core of international relations thought and scholarship. Also, thanks to its close association with the Latin American and Caribbean Center, the department finds that its post Cold War area studies needs lie more in East Asia and Europe than in the developing world.

Faculty

There are currently 17 full time faculty members in the IR department, offering a broad range of expertise including international relations theory, international political economy, international law, environmental studies, etc. The IR program draws upon other disciplines and includes four geographers, a diplomatic historian and an economist. There is also a great deal of overlap between the research and teaching interests of the IR faculty and the political science faculty at FIU, so the departments make an effort to stay in close communication.

Junior faculty members in the department have lower teaching loads than most, averaging four courses per year. This has allowed the department to attract many bright, energetic scholars from some of the nation's leading schools of international affairs. While encouraged to pursue their research, community service is also valued highly and is a component of faculty evaluations.

Students

There are 300 declared international relations majors, making it the fifth largest undergraduate major on campus. IR majors reflect the general profile of students at FIU -- they

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tend to be older, usually work full time, live off campus, and the majority are Hispanic-American. IR majors often pursue graduate school or law degrees upon graduation as well as careers in government, international business and banking, journalism and international organizations. According to Department Chair, Ralph Clem, the quality of the students has improved considerably over the last several years.

Distinctiveness

Several factors make FIU a unique institution. First, and most important, the university is truly international. Founded with a mission to foster global understanding, FIU has lived up to this charge by developing an institution that is imbued with an international perspective and that attracts one of the most diverse multicultural and international student bodies in the United States. The creation of a free standing international relations department within the College of Arts and Sciences is just one manifestation of this. Second, located in the heart of Miami, FIU can draw upon the significant resources of a major international, cosmopolitan city and give back to it through community service programs. Third, less than 25 years old, the university is very young and growing at an exceptional rate. The university is constantly in motion, always trying to catch up with itself. In the IR department, this means that class sizes are large -- 60 to 65 students in introductory level classes and 40 students in more advanced-level classes.

CAMPUS LEADERSHIP

As Dr. Arthur Herriott, the Dean of the College of Arts and Sciences, points out "International is our middle name," so it gets a great deal of attention. He notes that about 50 percent of the 1,300 FIU faculty members are involved in international research to some degree. The extent of FIU's commitment to international education is reflected in the core curricular requirements. All bachelor's degree candidates are required to take the equivalent of three semesters of a foreign language. Until recently, an interdisciplinary course on World Prospects and Issues was required but a comparative culture and gender studies requirement has been substituted.

The university attempts to infuse an international theme throughout all curricula and programs on campus. Each of the 11 major divisions of the university features some international component, whether it is the year abroad program for European and Latin American business students at the College of Business Administration or the Spanish-language master's degree program for Central American journalists at the School of Journalism and Mass Communication.

FUTURE

While the end of the Cold War has not had a tremendous impact on international programs at FIU, the university's leadership is anxious to expand its focus beyond Latin America and the Caribbean. Africa and East Asia are likely targets of expansion for regional studies, but Dr. Herriott concedes that this will be a slow process. Building quality programs with sufficient library resources and faculty in these areas will take time.

The International Relations department has, until recently, focused most of its energies on the development and maintenance of the undergraduate IR major and to a lesser extent on a two-year master's program. Efforts are now under way to strengthen the graduate program, and a doctoral program was introduced in 1993. Also under consideration is the creation of a separate school of international affairs, that would house all three degree programs.

Several administrators expressed a desire to see the Office of International Programs upgraded so that it would have more prominence and clout within the university structure. The sentiment expressed was that at a university with such a distinct international mission, the office with responsibility for international activities should be headed by a dean or a vice provost at the very least.

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EDMUND A. WALSH SCHOOL OF FOREIGN SERVICE
GEORGETOWN UNIVERSITY
WASHINGTON, D.C.

MISSION AND GOALS

The mission of the School of Foreign Service rests on the conviction that a liberal arts curriculum remains essential to the sound education of leaders, professionals, and citizens, and the School's international calling derives directly from the premises of liberal education. The School of Foreign Service (SFS) holds that knowledge of the histories, cultures, economies, and politics of the world -- and of the increasingly intimate relations between national systems -- is the surest guide to wisdom and action as we enter the 21st century. The program seeks to confer a broad-based, multi-disciplinary education with an international orientation that offers students a global view of the world.

BACKGROUND

Georgetown University, the first Catholic College in the United States, was founded in 1789 in the Jesuit tradition by the Reverend John Carroll in what was then the state of Maryland. From the beginning Georgetown was a national, indeed international school. Its proximity to Washington with its diplomatic community was obviously a major reason for its cosmopolitan character. Its faculty was as diverse as its students, not only Jesuit emigres from Poland, Italy, Germany and Belgium, but Suplician refugees from France.

The School of Foreign Service is the oldest and largest school of international affairs in the United States, with the largest undergraduate student body. Founded by Edmund A. Walsh, S.J. in 1919 to provide an education "particularly devoted to the preparation for foreign service in public or private interests," the School was established before the United States organized its official foreign service.

In 1919 Father Walsh set the context for the School of Foreign Service that guides its outlook to this day:

> Having entered upon the stage of world politics and world commerce, we assume world-wide obligations. Our viewpoint can never be the same again ... It is obvious, therefore, that a training school is needed particularly devoted to the preparation for foreign service in public or private interests, where the youth of today may be fitted to cope with and effectively solve the problems of tomorrow...."

At the undergraduate level, the School ot Foreign Service offers a structured program of study in the social sciences, foreign languages, and humanities. This program permits students to orient their studies to a specific career field such as government service or international business, or to prepare for further study in a variety of graduate and professional fields. Currently, there are over 1,500 full time enrollments in the School.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

In 1982 Georgetown University was designated as a National Resource Center for Intercultural Studies by the U.S. Department of Education. The University's Intercultural Center houses the many international programs of the School of Foreign Service and of the University, including:

- **African Studies Program** -- Under the guidance of the Committee on African studies, students in any undergraduate school or major are eligible to receive a Certificate in African Studies. Requirements for the certificate include required courses, electives, and language courses.

- **Asian Studies Program** -- a multidisciplinary academic program for undergraduates throughout the university who wish to specialize in Asian Studies. A certificate is awarded for successful completion of coursework in economics, government, history, electives in Asian studies, and language.

- **Center for Contemporary Arab Studies** -- offers a program of studies leading to a Certificate in Arab Studies through the study of the language, history, and institutions of the Arab world within a student's disciplinary major.

- **Center for German and European Studies** -- offers a Certificate in German Studies upon completion of six semester courses with emphasis on German affairs in the fields of economics, government, history, and international relations, plus language proficiency and an advanced seminar.

- **Center for Latin American Studies** -- awards a Certificate upon completion of six multi-disciplinary semester courses including a thesis.

- **Center for Muslim-Christian Understanding** -- was founded as a response to the end of the Cold War, as the university questioned what the shape of the new world order would look like. The Center conducts research, participates in briefings for Congress, NATO and other international bodies, and makes presentations worldwide. Students may take courses offered through the Center, which sees as its role in the short-run to develop and contribute to the international affairs curriculum within the university.

- **European Studies Program** -- offers a Certificate for students who wish to focus on a regional area including Great Britain, France, Germany, Italy, Portugal, and Spain, or the countries of East Central Europe.

- **Institute for the Study of Diplomacy** -- is considered the in-house think tank of the university, pursuing research in the fields of the use of force and diplomacy, East Asia, and other new areas through regular publication, an Associates program, and special conferences and workshops. The Institute brings practitioners to campus who become available to students through teaching courses, as mentors, and as primary sources of information in international affairs research. Qualified students may enroll in the Institute's honors program at the undergraduate or graduate level.

- **Landegger Program in International Business Diplomacy** -- was created to train a new generation of leaders in international business, public policy, and business-government relations. This pioneering effort integrates training in business operations and issues with core international affairs studies in politics, economics, history, culture, and foreign languages. Qualified undergraduates and graduates may participate in the honors program to receive the highest caliber business training in addition to their standard coursework.

- **Russian Area Studies Program** -- offers a Certificate through coursework including intensive language, history, politics, economics, and culture of Russia, as well as electives and a reading research seminar.

- **Science, Technology, and International Affairs** -- is Georgetown University's only undergraduate multi- and interdisciplinary science studies program. It focuses on regional, international, and global issues in science, technology, and medicine, especially those that have affected the structure and content of international affairs.

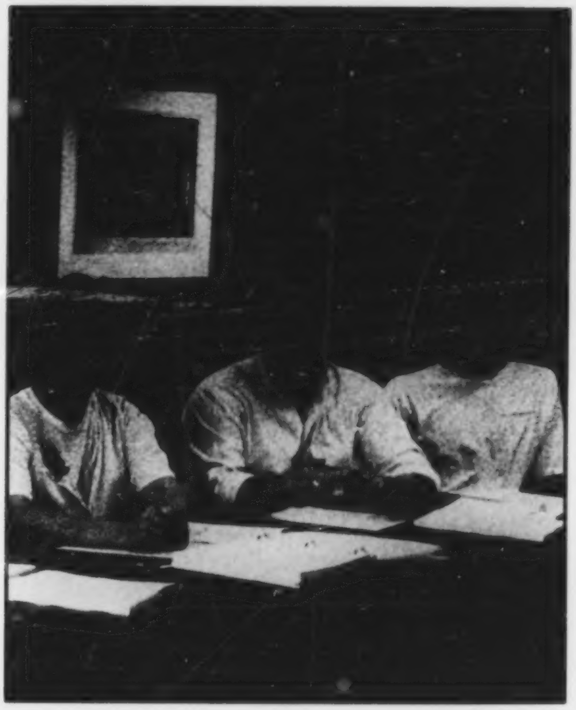
Two other related university programs are:

- **Office of Overseas Programs** -- promotes, provides, and supports international and intercultural educational opportunities for the Georgetown University community by serving as an information and advising resource, providing international student and scholar services, developing and administering overseas study programs, and coordinating special projects. Forty-seven percent of SFS's 1994 graduating class studied abroad as undergraduates. On campus, almost 13 percent of Georgetown's student body is made up of international students, a proportion almost exactly mirrored within the School of Foreign Service.

- **Program on Justice and Peace** -- is an interdisciplinary unit dedicated to teaching and research in the emerging area of Peace Studies. Students may earn a Certificate through coursework that includes negotiation and conflict resolution, international relations, social structure, theoretical perspectives on justice and peace, and a capstone seminar. Additionally, one course must include a community service component.

SCHOOL OF FOREIGN SERVICE DEGREE PROGRAM

The open-minded academic atmosphere of questioning, change and adaptation to changing international circumstances is integral to the School of Foreign Service. This is a program that consciously strives to be at the cutting-edge of international affairs education, and all indicators show that the School has indeed kept up to the pace since its inception 75 years ago. The very active Curriculum Committee has recently completed a self-study and as a result is refining and honing the program's orientation, adding both depth and breadth to the program requirements. The functional and regional studies programs will be deepened and enriched, while a multi-tiered approach to the traditional disciplines will broaden the School's approach overall.



Curriculum

The overall curriculum is multidisciplinary and encompasses study in the social sciences, humanities, and foreign languages. In the first two years, students pursue a core of required subjects; the upperclass two years are devoted to structured elective divisions of study and free electives. The first year of the core includes political theory and systems, history of the modern world, western civilization, English, foreign language study, theology, and economics. The second year curriculum is made up of foreign government courses, regional or U.S. history, international relations, international economics, philosophy a faculty seminar, and continued foreign language study. The structured and free electives that make up the third and fourth years fall under several divisions and fields of study within those divisions. The School of Foreign Service Divisions include: (1) History and Diplomacy; (2) International Politics; (3) International Economics; (4) Regional and Comparative Studies; and (5) The Humanities and International Affairs.

The academic rigor of the SFS program derives from its demanding two-year core, the intensive language study requirement, and the overall quality of instruction. The students rank highest on a university-wide objective scale. There are over 2,000 courses available to SFS students in a given year at the university. Courses are taught by SFS and non-SFS faculty from differing conceptual and disciplinary vantage points. Many courses are multidisciplinary, and may integrate economics, history, political science, and sociology into a single topic, for example. Proficiency in at least one foreign language, considered an essential ability for the educated person in international affairs, is a primary objective of the School's curriculum and a requirement for graduation. A proficiency exam is given to determine language ability, usually after completion of advanced level coursework. There is also a geography proficiency requirement, the only such requirement in the field of undergraduate international studies.

Ever-questioning current methods, approaches, and the content of courses, SFS's program has changed greatly over the years, while retaining its liberal arts foundation and international focus. SFS also has tapped into the broader school resources to reach those interested in the international aspects of their disciplines. Recent innovations in the SFS program include a new program in Science, Technology, and International Affairs, described above.

One result of the School's self-study and curriculum review is the introduction of a new program approach that moves beyond an international perspective to a universal understanding of interrelationships between and among nations, states, cultures, and local alliances. This new program strategy breaks away from standard sequences of courses (for example, beginning, intermediate and advanced literature) for a cross-over approach (Western literature, world literature, and comparative literature). Likewise, the new core sequence will demonstrate the interaction of the physical and human by combining life science, human geography, and global regimes for a multi-tiered perspective on international affairs that seeks to instill a global worldview.

Faculty

More than 122 full-time equivalent faculty taught courses of the School of Foreign Service during 1993-1994, representing 19 percent of the faculty teaching on the Main Campus overall. Faculty are drawn from virtually every discipline. Moreover, one of the School's strengths is its recruitment and use of adjunct faculty -- typically top-notch experts in their field -- who teach international studies courses with the unique perspective of practitioners.

Students describe the teaching methods of SFS faculty with great enthusiasm and appreciation. "They always ask, 'What do you think?'," one student commented. Case method teaching, simulations, interactive use of computer applications, and group projects involving teamwork were also cited as commonly-used methods at SFS, with a lesser emphasis placed on straightforward lectures.

Students

As mentioned, SFS students, in objective academic terms, are the best and brightest on campus. One reason for this, as many pointed out, may be due to the strict academic requirements of the program -- creating a sort of self-selection process among students. Those who choose to apply and gain entry into the program know the requirements up front, and are prepared for a tough but rewarding experience. Intensive economics and language training might scare off average undergraduates, yet SFS students seem proud to be able to meet the challenge head on. They are self-motivated and directed, usually with clear visions of their future roles in the global community.

This global community, however, is by no means limited to careers in the Foreign Service, as the name of the program might imply. Students are quick to remind one that this is a broad-based liberal arts program with an international vocation. A number of SFS students go on to medical school after graduation. The School also encourages students to design their own majors, drawing upon the wide range of courses and disciplines available throughout the university to create an interdisciplinary liberal arts course of study with an international perspective. For example, one can major in comparative history and examine the comparative development of Africa and Asia during a particular time in history, with a curriculum that includes history, anthropology, area studies, economics, language, political science, and theology courses. "The program teaches you how to understand how things work, as an interrelated system, and why -- it's about how to think," offered one student.

LEADERSHIP

Students report that the leadership within the School of Foreign Service is "first-rate," strongly committed to the welfare of the students, and easily accessible. Without hesitation, they describe the relationship to the deans and administration as "tight" and are obviously proud of this association. Clearly, the administration has played an active role in engaging the student body in its current self-study and many other decisions about the future of the program. Moreover, both the students and the administration note that -- unlike other larger institutions -- the role of the undergraduate program at the School of Foreign Service is not secondary; it was created first and remains a primary focus of the School overall.

The implicit emphasis on change and tolerance of diversity is fostered by the deans of the School, who strive to equip the students to steer a course responsive to their own principles and their environment. Dean Peter F. Krogh, with responsibility for both the undergraduate and graduate components of the school of Foreign Service, has been described as "a man with incredible vision" who has led the school for several decades and indeed played a major role in shaping the outstanding national and international reputation which the program enjoys today. Putnam M. Ebinger, Senior Academic Dean, is most admired for her new ideas and global perspective that continually forge the path to the future for the program. Dean Ebinger is primarily responsible for the current revisions to the curriculum and her advocacy of the new, multi-tiered sequencing of core courses that, for example, combine life sciences, human geography, and global regimes.

The university supports this international view. Dr. Patrick J. Heelan, S.J., is the Executive Vice President for the Main Campus and director of a university-wide reorganization process that is currently taking place. Father Heelan explains that "one of the main reasons for the changes is to respond to the internationalization of the world, education, and the disciplines." While the College of Arts and Sciences will absorb the School of Languages and Linguistics (to unite language training and culture studies with literature that is traditionally taught in the College), the School of Foreign Service will remain distinct, although it will share faculty through an increased number of joint-appointments. In the University reorganization, the School of Foreign Service has been designated the exclusive University home for all interdisciplinary international and regional studies degree programs. Moreover, as part of the Main Campus self-study for the Middle States Association of Colleges and Schools, the recommendations from the Sub-Committee on the Faculty explicitly state that the revamped University-wide requirements "should continue to emphasize Georgetown's international and ethical heritage...," and that "faculty should be able to relate their areas of competence to value questions of global significance."

International and Intercultural Education is one of two priority areas, along with Ethics, that has been identified by the College as an "area of scholarship that [is] especially appropriate to Georgetown." As part of the Main Campus self-study for the Middle States Association of Colleges and Schools, the Task Force on Intellectual Life at Georgetown reports, "International and Intercultural Education includes a range of intellectual, political, and cultural activities and involves the talents and resources of many schools and departments in the University. Naming this area as one central element in Georgetown's intellectual signature gives credit due to one of our most successful intellectual engagements."

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MACALESTER COLLEGE
ST. PAUL, MINNESOTA

MISSION AND GOALS

A privately supported, four-year co-educational liberal arts college, Macalester was founded in 1874 by Presbyterian minister and educator, Edward Duffield Neill. The college stresses "academic excellence in the context of internationalism, diversity, and a commitment to service." It has sought, since its founding, to be "an academic institution with standards for scholarship equivalent to those of the finest colleges in the country and to emphasize high ethical standards and social concerns."

BACKGROUND

Although Macalester's commitment to internationalism has its roots in the 19th Century missionary programs of the Presbyterian Church, it was College President Charles Turck who developed the college's international focus after World War II. Beginning a practice that endures today, Turck flew the U.N. flag over the college and initiated programs to attract international students, encouraged overseas study, and hired faculty from diverse backgrounds.

Considerable support from the DeWitt Wallace family allowed the college to flourish in the 1960s and 1970s and to increase its involvement in international issues. Thanks to wise investments and the continued largesse of the Wallace family, Macalester's endowment is now among the largest of any liberal arts college in the country. Thus, Macalester can enjoy the kind of financial stability that should allow it to achieve its goal of becoming one of the top five or six liberal arts college in the nation.

A strategic plan adopted by the Macalester College Board of Trustees in May 1992 seeks a campus enrollment of 1650 students, the continuation of need-blind admissions policy and a diverse student body and faculty both in terms of the U.S. population and with respect to representation of international students. In order to "enrich our academic program and strengthen internationalism," the Macalester plan calls for a significant increase in the size of the faculty and support staff, the development of new curricula, a 90 percent five-year graduation rate by the turn of the century, and "access for every student to an international experience prior to graduation and for every faculty member to international and domestic experiences appropriate to support the international, multicultural and service experiences" the college desires.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

As noted, Macalester has long been committed to "internationalism," and has invested both in international programming broadly defined, as well as in international studies. The campus-wide commitment to internationalism is reflected in several ways at Macalester.

- Nowhere is the college's commitment to international affairs better demonstrated than in its **hiring of a dynamic scholar to lead the international studies program into the 21st Century.** The newly created position of Dean of International Studies and Programming has broad responsibility for coordinating international curricula and programs across the campus. Since he assumed this position in January 1994, Dr. Ahmed Samatar has introduced several wide ranging innovations to further internationalize the campus.

- **More than 200 international students** -- over 12 percent of the student body -- from over 80 countries are enrolled each year in Macalester. This makes Macalester's international student enrollments among the highest and most diverse of all U.S. liberal arts colleges. The campus International Center, with several professional staff members, provides support and counseling for international students.

- **Between 55 and 60 percent of Macalester students work or study overseas** and the college, as indicated above, is seeking to further increase this number. Unlike most other U.S. college campuses, where about 40 percent of students elect to study in Western Europe, Macalester students choose to study in Japan, Latin America and Africa. As one student adviser noted, "The students are already a well-traveled group. They have a Star Trek mentality and want to go where no one else has gone before." The study abroad programs also are coordinated by the International Center, but faculty members are very involved with student advising. Most study abroad students major in anthropology, international studies or environmental studies, and about 50 percent of them pursue experiential programs that allow independent study or internships.

- **The World Press Institute** has been based at Macalester since 1961. It provides journalists from around the world with an opportunity to study on campus and to conduct interviews throughout the United States. Over the years, it has allowed Macalester students to interact with working journalists from more than 85 countries.
- Macalester's **location in the Twin Cities** area gives the college access to many leading multinational corporations and a broad range of international cultural events.
- The College **seeks to imbue all of its curricular programs with an international perspective**.
- All students, no matter what their majors, are required to take at least one course in "international diversity" and at least one course in "domestic diversity." The former addresses the heritage of a country, region or culture outside the United States and the latter concentrates upon the diverse cultural groups within the United States. Students must also demonstrate a level of proficiency in a second language (other than the student's native tongue) equivalent to two semesters of college-level study.
- More faculty are being hired from overseas, and U.S. faculty members are being provided with greater opportunities to travel overseas.
- A renewed commitment to the international studies major through the revisions introduced by the new Dean.

Strategic Plan

In 1994, Macalester's administration endorsed a strategic plan, which was presented by Dr. Samatar and his colleagues in the international studies program, to reinvigorate international programs, particularly the international studies major, at the college. The plan has three components: (a) faculty development; (b) student development; and (c) institutional development. Faculty activities focus on the recruitment of faculty with international expertise; development of a program that allows every faculty member on campus to have an international experience every seven years; enrichment projects that encourage faculty to include international or intercultural dimensions in their courses; exchange programs; speakers series, etc. The new plan would include the convening of faculty development seminars abroad. They would be held at sites in Latin America, Asia and Europe.

Under the new plan, activities for students will focus on the development of an introductory core course in international studies, development of the capstone experience through a senior seminar, creation of a Best International Studies Paper competition, student participation in professional conferences, and establishment of an International Studies Club.

Institutional development will include the creation of an International Studies Advisory Committee to assist the Dean of International Studies with the implementation of the international studies major, the student club, the club newsletter and the prize for BISP; supervision of the International Research Center that provides students with access to data on international topics and serves as a facility for faculty research; and the initiation of the Macalester International Roundtable, an annual "intellectual festival" that brings world figures and distinguished scholars to campus to focus on fundamental global questions. Macalester faculty and students will participate in the International Roundtable, and the year's theme will be integrated into course work in the fall semester. The Roundtable will generate scholarly papers and opinion pieces that will be published in *Macalester International*. The entire college community including alumni/ae and Trustees will be invited to participate. The topic for 1994 was *The International Community and the Emerging World (Dis)Order.*

International Studies Curriculum

For several years, Macalester has offered a broad-based international studies major that allows students to pursue study along one of two tracks -- the social sciences or the humanities. The program is headed by the Dean of International Studies and Programming, but does not have departmental status. With the exception of a few core courses, the program relies on other departments to provide the courses and faculty for the major. Thus, close to 30 faculty members from departments across the campus are connected to the international studies program.

A social science focus in international studies at Macalester emphasizes study and research in such areas as anthropology, economics, geography, political science and sociology. It also requires course work in the arts and humanities, competence in a language other than English, and study abroad in a program focusing on either international politics or international economics, or on the geography or sociology of a world region and its people. A humanities focus incorporates such fields as history, linguistics, philosophy, religion, languages and literature as its cornerstone. Additional work in the arts and social sciences is also required, as well as language competence and study abroad.

Despite the commitment to internationalism evident across the Macalester campus, there was concern that the international studies program was viewed to be quite amorphous. One faculty member indicated that the major had been an "afterthought -- easily fulfilled with no specific content." The new strategy aims to change this.

Dean Samatar and his colleagues have given the international studies major a center by introducing a new required interdisciplinary course for all majors, whether they are on a social sciences or humanities track. Noting that the old disciplines and lines of demarcation no longer hold in the post-Cold war world and that issues and problems are transdisciplinary (i.e., cutting across disciplines), they chose to use globalization as the organizing concept for this course. The course looks at what globalization is, what the forces are that propel it, what its consequences are, and how to effectively respond to it. Under the newly designed major, all students will also be required to engage in a capstone experience. They must pursue either a Senior Seminar or independent project in International Studies that examines the nature and direction of post-Cold War transnational life and ponders alternative conceptions for the future.

The underlying teaching philosophy is to help students identify the critical questions in international studies. Large questions -- such as globalization -- are generative and they secrete smaller concerns. Students must also be provided with a map to help them chart the historical foundations of these major questions/issues. With respect to teaching methods, Dean Samatar expressed some reservations about the case method and prefers the Roundtable approach described above, especially if it uses non-traditional authors. The emphasis in this approach is on how to formulate questions. Thus, if done well, students will have the confidence to follow through.

The international studies major at Macalester is relatively small, with approximately 50 majors -- half of whom are international students. No minor in international studies is offered. Introductory courses have enrollments of 30 students, while courses at other levels average 15 students.

There are no plans to establish an international studies department. Rather international studies will continue to "inseminate" other departments for the foreseeable future. Departments continue to be zones of strength that international studies will draw from as this effort to create a center of intellectual gravity on the campus progresses, according to Dean Samatar. In addition to the introductory and capstone courses mentioned above, only two other courses -- both at the intermediate level -- are offered at the moment by the international studies program: **Selected Topics in Globalization** and **Developing Countries in the Third World**.

Area Studies

Students can develop an interdisciplinary major in one of four areas, each focusing on a specific region of the world and its language, culture, history, economy and sociology. The areas of study offered are: Russian, Central and East European Studies; East Asian Studies; Japan Studies; and Latin American Studies. Students majoring in any of these area studies become highly proficient in the language of the area and travel there for research, immersion and study.

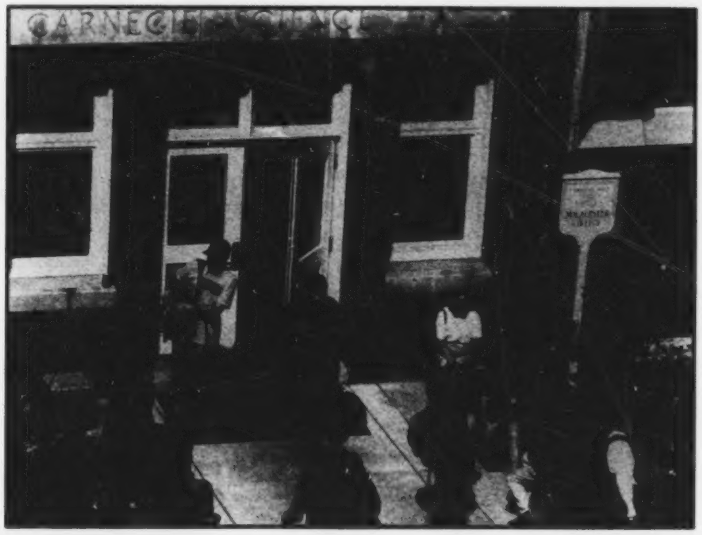
Languages

Students can study French, German, Japanese, Russian, Portuguese and Spanish to the proficiency level. Through joint programs with other Twin Cities colleges, students can also learn Chinese and Serbo-Croatian. Most language students study abroad and are also offered the opportunities to live in one of five language-devoted residences on the Macalester campus. Interactive computer language learning is also offered and access to newscasts from around the world is available via satellite.

Departmental Majors with an International Studies Emphasis

Many departments allow students to plan a major that includes an international emphasis. A biology major, for example, can select an internationally oriented course of study. This major would require language proficiency through the intermediate level, a semester of study or research in another country, a minimum of six courses with significant international content, and a capstone experience conforming to the department's requirements for biology majors with an international emphasis.

CAMPUS LEADERSHIP



A conversation with Macalester President, Robert M. Gavin, Jr. indicates that the campus leadership plans to continue the tradition of James Wallace by combining programs of academic excellence and the promotion of world peace at Macalester. A commitment to enhancing international understanding is evident throughout the entire campus and in the college's outreach to various communities in the Minneapolis-St. Paul area.

The student population at Macalester is representative of the undergraduate population nationwide, according to President Gavin. He reports that the school tries to provide racial and socio-economic diversity among its students. It also works hard to attract international students and assigns a full-time admissions officer to non-U.S. applicants. Although the College does undertake special efforts to attract students of color, President Gavin believes that it is the high quality of the educational program and its international context that ultimately interests all students, especially students of color. The key to success is to create an intellectual atmosphere in which the very best students and faculty members can learn from each other, says Gavin.

Dean Samatar notes that he has never seen a Board of Trustees as committed to international studies and as adamant that the field be developed at Macalester. They created his position. They have a great deal of enthusiasm and want to contribute ideas as well as funds to the program. There is an incipient discussion about creating a special endowment for the International roundtable and *Macalester International*. They are also looking to foundations for support for faculty development, the creation of the regional centers and the establishment of a national speakers program. The College has always had a commitment to international studies; it has the resources to bloom. In Dean Samatar's words, "Historic fortune and ambitious human agents equal exceptional moments; this is where Macalester is now."

FUTURE PLANS

It appears clear that through the hiring of a new Dean of International Studies and Programming and its endorsement of his strategic plan for international studies on campus, the Macalester College leadership is demonstrating that the international studies major is an increasingly important dimension of international programming on campus. There appears to be a long-term commitment to improve the major through the hiring of faculty, the improving quality of programs abroad, and increasing funding for scholarship abroad -- for both students and faculty. Since the college administration seeks to maintain flexibility in terms of both its financial obligations and its relationships with existing departments, it is unlikely that Macalester's leadership will go beyond its current level of commitment to international studies and endorse the creation of a separate department.

Extracurricular international programs on campus promise to flourish under the new strategic plan through the development of such programs as the Roundtable and *Macalester International*, thus enabling the education of both international studies specialists and exceptional global citizens at Macalester.

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MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT

MISSION AND GOALS

Middlebury College, an institution with a long-standing international focus, is committed to fulfilling a truly international academic vision. The traditional liberal arts mission has been translated to include a solid grounding in understanding the cultures and international affairs of other parts of the world. Middlebury's education reflects a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past. To this end, Middlebury seeks to attract students who want not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region or nation.

As the Middlebury mission statement adopted by the Board of Trustees in May 1992 declares:

> The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence through its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

The mission also states a series of qualities which the college hopes its graduates will embody:

> ... Most important, they should be grounded in an understanding of the western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend ideas, societies, cultures, traditions and values other than their own.

The Middlebury mission is carried out through the curriculum, extra-curricular activities, institutional decision-making and curricular review structures.

BACKGROUND

Middlebury College, a private liberal arts college located in a small town in Vermont's scenic Green Mountains just south of Lake Champlain, was founded in 1800. There are slightly more than 2,000 undergraduates enrolled each year and 220 faculty in 181 full time equivalent positions. The college offers 39 majors in 6 academic divisions that embrace the humanities, foreign languages, social sciences and natural sciences, plus interdivisional majors.

In the class of 1994, some 45 percent of the graduates (259 out of 573) had studied a foreign language to the advanced level (300 or higher course number). In their junior year, 49 percent of the class of 1995 was involved in study abroad with roughly a third of those abroad for a full year.

Middlebury's undergraduate College is enriched by its other programs, as well. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1,300 participants, among whom are a number of Middlebury undergraduates. High in the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for two weeks of intensive exchange on the art of writing. There is also an overseas dimension to Middlebury College. The headquarters of the Schools Abroad of the Middlebury Language Schools are located in five major European cities: Florence, Madrid, Mainz, Moscow, and Paris. These schools enroll approximately 300 graduate and undergraduate students who seek to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is in session each summer not only in Middlebury, but also at Lincoln College, Oxford University, and at St. John's College in Sante Fe, New Mexico.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

Curriculum

Middlebury College supports an amazingly broad and well linked array of international curricular and extra-curricular opportunities for undergraduates. It has strong international curricula as evidenced by its international studies and foreign language majors. There is a culture and civilization requirement but no modern foreign language requirement. The culture and civilization requirement is designed to ensure that no student leaves the college without some exposure to the world beyond U.S. borders. The college-wide requirement in culture and civilization may be fulfilled with three courses -- one focused on the United States, one on European societies and one on non-European societies.

Middlebury recently reorganized the college from four to six academic divisions including Arts, Humanities, Literature, Foreign Languages, Natural Sciences and Social Sciences. The six new divisions were designed to promote links across traditional departments and encourage interdisciplinary work among faculty. This emphasis suits the typically interdisciplinary nature of international studies. Academic decision-making occurs primarily through a set of faculty committees at the college and divisional levels. Virtually all senior leadership positions are held by tenured faculty of the college.

Nine departments offer courses with international content in addition to the seven modern foreign language departments which are considered to teach 100 percent international studies material. In 1993-94, the 9 non-language departments provided 252 courses of which 86 (34 percent) were internationally oriented. Enrollments ran at parallel levels with 36 percent of the course enrollments in the international studies oriented courses. The basic mode of organizing a major is still disciplinary and multidisciplinary, but they are striving for greater interdisciplinarity. Finally, the college is beginning to recruit faculty with explicit attention to their potential for both disciplinary and interdisciplinary teaching.

Three international studies majors have been operating for several years -- International Politics and Economics (IPE), Russian and East European Studies (REES) and East Asian Studies (EAS). These majors are well-integrated multidisciplinary programs. The programs group courses from various social science and/or humanities and language disciplines with strong faculty guidance and tend to support lively learning communities among students and faculty. In the senior year, the faculty team teach interdisciplinary seminars for the majors within the constraints of faculty availability.

The most dramatic success of Middlebury's International programs has come in the surprising growth of the IPE major. When it began in the mid-1980s, the faculty hoped to attract a steady 20 students in each class to a tough major that included foreign language, statistics, economic theory and politics. There actually have been 40-45 students per class, roughly double the expectation.

A fourth major, the newly revamped International Major, blends disciplinary and language studies around an intensive three-year calendar combining campus coursework, summer language study and study abroad. The revamped International Major will provide greater coherence and faculty support to what is effectively a dual major in an intensive and innovative three-year schedule, covering three academic years and two summers. "Requirements will include a core of ten courses in the major area of study, three international foundation courses, a stringent foreign language requirement equivalent to three or four years, a year abroad, and a senior-level academic project or thesis."

Language Across the Curriculum efforts are beginning to provide another interdisciplinary vehicle beyond the international studies majors. This initiative encourages the teaching of special topics (non-literature) courses in a foreign language.

Middlebury is likely to increase regional courses faster than functional courses within its internationally-oriented curriculum. IPE is the only functional major and there were no plans to begin another. The REES and EAS regional majors will continue. The REES faculty in particular have moved quickly to revamp their courses in response to the changes in their region as a result of the end of the Cold War. The revised International Major defies categorization in functional or regional terms. Its strong language base may push its focus a bit more to the regional emphasis but not necessarily. Middlebury has two new international studies opportunities emerging in Latin American Studies and Environmental Studies. The development of these programs will shed light on the viability of doing both or concentrating on one or the other, functional or regional approaches.

Study abroad and summer language study are viewed traditionally as extracurricular on many campuses. At Middlebury, they are integral extensions of the curriculum if not technically integrated into it.

Foreign Language Study

Middlebury offers seven modern foreign languages to an advanced level as well as majors in those languages: Chinese, French, German, Italian, Japanese, Russian and Spanish. It is not difficult to create dual majors with foreign languages and a social science or humanities discipline, essentially self-designed majors in international studies.

The Middlebury Language School offers world renowned intensive summer immersion programs plus year-round graduate programs in modern foreign languages. This unique academic asset enriches the language departments and enhances other parts of the international infrastructure of the college. For example, there is a link between the Language School and high school recruitment. Many of the Language School participants are high school teachers of foreign languages who encourage their best pupils to apply to Middlebury. Once at Middlebury, these students are likely to continue their language studies with a language or literature major, an international major, or as a strong part of their non-international major and study abroad activities. This link helps explain the high degree of student interest in the international curriculum at the college.

With such language strength, it might seem paradoxical that there is no foreign language requirement for all students. The most solid opposition appears to come from the language faculty, who argue that a requirement would dilute the intensity of language study and weaken rather than strengthen student demand for language study beyond the required levels. There is a culture and civilization requirement for all students that may be fulfilled with language or literature courses. Also there seems to be substantial interest on campus -- indeed an interest that borders on a cultural imperative -- for students to participate in study abroad and/or study foreign languages seriously.

Teaching Methods

Middlebury emphasizes theoretical over applied teaching, concepts over tools. "This is a liberal arts college!," noted one faculty member. The college is experimenting with new ways to use computer technology to support language and international studies teaching as well as other fields. This should enable faculty to bring the immediacy of real world situations and people more directly into their classroom teaching. The Language School computer staff have developed a simple template approach to preparing language teaching materials with computers that are easy to use for both faculty and students.

Study Abroad

Middlebury has long had a highly regarded and well supported study abroad program. The college operates five Middlebury Schools Abroad in Spain, France, Germany, Russia and Italy. The

French School has been in operation since 1949, and is the oldest. Environmental majors may study abroad at a site in Costa Rica, which provides Spanish language training and field work.

Although study abroad is not required for non-international studies majors, roughly half of each junior class participates annually. Also, half of Middlebury students abroad attend non-Middlebury programs. In 1993-94, 119 of the 294 students abroad went to Latin America (25 students to 7 countries), Africa (13), East Asia (6 to China and 7 to Japan), Australia (18), the U.K. and Ireland (50).

Study abroad reinforces the language learning environment of the college. Middlebury's study abroad is designed to refine language skills after students achieve basic proficiency through classwork on campus. That is, the Middlebury rationale for study abroad is to polish language skills begun on campus or elsewhere and to expand cultural understanding.

Students

Since 1990-91, the number of students enrolled in the international studies majors held steady for REES, decreased in EAS by 40 percent and increased by 34 percent in IPE. Two new majors have been introduced: Japanese, and the revamped International Major. Roughly 12 percent of the student body comes from overseas, and approximately 6 percent are U.S. minority students. There seems to be no significant difference between the overall student population's ethnic breakdown or SAT scores and that of the international studies students as defined by those taking modern foreign language courses at a 300 or higher level. A slightly higher proportion of women (59 percent) than men (41 percent) appeared in the international studies group.

More students, including international studies students, are postponing their decisions about further study rather than going directly to graduate school after college. Overall, more international studies students than the typical college group want to work overseas and in non-profit careers. Many of the IPE students break this pattern, however. They tend to consider business school a goal after the requisite two years work experience for admission to an MBA program.

Faculty

Some 44 percent (64 out of 144 Full-Time Equivalents) of the Middlebury faculty outside the natural sciences were identified as having a supporting role in the international studies curriculum for the 1993-94 year. While 100 percent of the faculty in language departments were counted as supporting international studies, 34 percent in the 9 other non-language departments supported international studies including Art, Economics, Geography, History, Music, Philosophy, Political Science, Religion and Sociology/Anthropology.

Distinctiveness

Foreign language was most often cited as the core strength of Middlebury, a magnet for all international studies. The integration of study abroad into the curriculum and campus life was cited as another distinguishing feature. Also apparent is the unbridled enthusiasm of the college faculty and administrators for programs of international study.

Faculty interaction provide two major marks of distinction. First, there is a high degree of support from the language faculty for using language learning for education purposes beyond literature. Second, there is a high degree of support from faculty across all the disciplines for study abroad. Among the student body, there seems to be a high degree of internationalism. Many recruits come from strong language backgrounds. Institutionally, one of the unique features is the Language School with its overseas operations, summer school and graduate school.

CAMPUS LEADERSHIP

The college's top leaders express emphatic support for a strong international focus. President John McCardell, a Professor of American History, speaks of Middlebury's international focus in the strongest possible positive terms. To preserve the college's traditions of excellence and prosper in the future, he emphasizes the need to allocate resources both to traditional strengths and emerging fields with potential for excellence. He clearly saw Middlebury's traditional strengths in language and international studies as key value points. As examples, he touts the recent appointments of two new faculty members in Political Science, both Latin Americanists. When asked how he would allocate an infusion of $1 million in new funds, President McCardell did not hesitate -- it would be spent on financial aid for study abroad.

Faculty in leadership posts reiterated the international emphasis, many of whom are from international and foreign language fields. The relatively easy access to data on the college's international programs further underscores the importance of these programs in the day-to-day and strategic thinking of the college.

Most of the decisions on curriculum and student issues are made by college level faculty committees. The level of commitment, financial and otherwise, from the university administration is quite high. Middlebury is extraordinarily international in terms of campus culture and curriculum. The international studies majors (including foreign language and area studies, International Political Economy, and the International Major) help to focus and structure the faculty and student energy and college finances.

The international studies majors rely on various departments and faculty for their courses. Beyond the faculty and cross-department interaction required to run the international studies majors, there is a palpable sense of openness to new ideas and willingness to try new arrangements among the various faculty from language and social science departments interviewed during the site visit. The level and quality of communication across departments seems excellent. The faculty links are particularly strong among the language departments, the Language Schools, social science departments and the history department.

FUTURE PLANS

Goals

Several medium- to long-term aspirations of various faculty and administrators include:

- Increase the number of faculty with international interests, particularly on the recruitment of a political economist specializing in Japan.

- Increase the endowment base for chairs to ensure faculty with interdisciplinary roles, especially in the international sphere.

- Expand the diversity of the student body with both U.S. minorities and students from overseas. International, Asian- and Hispanic-American student numbers on campus have been rising satisfactorily and are the obvious short-term target. African-American numbers have lagged disappointingly and require a longer term sustained effort. As overall diversity increases, the international studies group of students is expected to keep pace.

- Expand financial aid, making it available for study abroad to all students at all sites. Work toward reversing the proportion of students studying abroad for a full year (roughly 32 percent) relative to those studying for only one semester (roughly 68 percent). Encourage more science students to participate in study abroad which may mean creative course scheduling or postponing graduation in some cases. Increase the number of overseas internship opportunities as an adjunct to study abroad and link them more closely to curricular efforts.

- Increase the amount of coursework available in target foreign languages in the senior year especially for students returning from study abroad for IS majors and others.

- Expand on the nascent program of Language Across the Curriculum, where non-literature courses are taught in a target foreign language -- e.g. economic development problems in Spanish.

- Create an international center to serve as a "curricular traffic cop," encouraging useful overlap of coursework among faculty, helping students to sequence courses overseas and on campus effectively and encouraging pooling of resources and time in identifying and hosting major international speakers or conferences on campus.

Challenges

Middlebury's major challenge for the future will be to enable the faculty to evolve and grow to ensure continuing high quality education in the 21st century. The shift to six divisions from four is part of the institutional response to help that evolution. The experiment with the three year International Major is another attempt at introducing institutional flexibility in response to the changing educational horizon. Middlebury also will endeavor to develop effective technological systems to support language and IS teaching. This includes finding appropriate ways to train and provide incentives to faculty to use the technology creatively. Similarly, the college will strive to find the appropriate institutional mechanisms to ensure continued support from college leadership beyond the current administration's and faculty's tenure. A final challenge is to find additional financial aid resources for study abroad for all Middlebury students.

OCCIDENTAL COLLEGE
LOS ANGELES, CALIFORNIA

MISSION AND GOALS

Occidental College is an independent, coeducational college of liberal arts and sciences. Although founded in 1887 by a group of Presbyterian ministers and laymen, Occidental has had no formal religious association since 1910. Located in the midst of Greater Los Angeles, the campus provides a surprisingly peaceful grassy tree-lined vista reminiscent of an Eastern college in a small town, in contrast to the surrounding busy and bustling community.

Occidental seeks to provide an education of high quality in the best tradition of the liberal arts, emphasizing thorough competence in a chosen field of study together with a broad understanding of our historical and cultural heritage, and the relationships among fields of knowledge. The college is committed to a philosophy of total education. Intellectual capability is a dominant component, but is conceived of as one dimension in a process which includes and stresses personal, ethical, social, and political growth toward maturation as well.

BACKGROUND

Students and faculty at Occidental are engaged in an intellectual partnership in which student initiative and responsibility are encouraged. To an unusual degree, students may participate in the construction of their own educational programs. Independent study and interdepartmental programs are encouraged.

Diversity is a key to the Occidental experience. The students represent varied intellectual interests, socioeconomic backgrounds, racial and ethnic groups, religious beliefs, nationalities, and social and political convictions. This diversity finds its expression not only in the variety of academic programs and options open to the student, but also through the entire range of student organizations and enterprises, and college cultural events, visiting lecturers, and forums, all of which taken together comprise the many facets of life in an invigorating academic community.

Occidental has long been known to graduate schools of international affairs as an excellent source of students. With only 1,650 students and an intense commitment to teaching, the college has a student-faculty ratio of 11 to 1. It is stated with pride that no one achieves tenure at Occidental unless they are an excellent teacher.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

- **Study abroad** -- Occidental recognizes the unique value of study abroad and therefore encourages its students to participate in a number of opportunities for off-campus study that do not interrupt their affiliation with the college. Occidental has established formal relations with 20 foreign institutions that enable students to study abroad for either a full academic year or a semester in China, England, France, Germany, Japan, Mexico, Spain, and the New Independent States; requests for education abroad programs organized by other institutions are considered on a case-by-case basis. Total cost including transportation, tuition, room and board and overseas fees is approximately the same as that on the Occidental campus for the same period. The college continues financial assistance to students receiving Occidental scholarships and/or work awards.

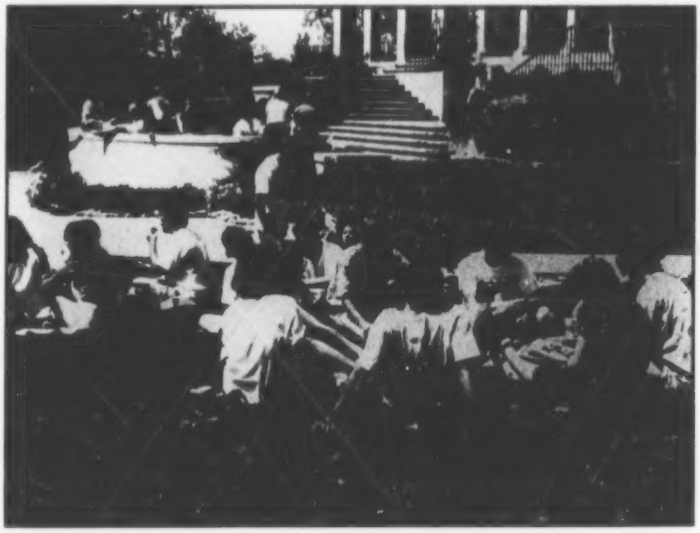
- **International Fellowships** -- are offered through a process of competitive selection. Qualified students may pursue independent research or creative work anywhere in the world outside the United States. Applications are submitted in the sophomore year and the fellowships are awarded for the junior year. Monthly reports, a major paper, and a report to the Occidental community upon return are required.

- **Area Studies** -- offers courses through the disciplines, challenging students to immerse themselves in the study of an unfamiliar culture. For example, "20th Century China" and "U.S. and East Asia" are courses taught in the History Department. The program in Diplomacy and World Affairs (DWA) offers introductory courses, a U.S. foreign policy course, a senior course, and a senior seminar. One year of advanced language is required in the Program in Diplomacy and World Affairs above the general campus requirements. Other coursework is chosen from a selected emphasis in Political Studies, Environmental Studies, or Area Studies (East Asia, Europe, Russia, Africa, Hispanic/Latin America or the Middle East).

PROGRAM IN DIPLOMACY AND WORLD AFFAIRS

Occidental's Chevalier Program in Diplomacy and World Affairs was established in 1957 through a gift honoring Stuart Chevalier, an early United Nations advocate. The program has been strengthened further through the contributions of other donors, and is one of the few undergraduate interdisciplinary majors in international relations offered by an institution the size of Occidental.

Recognizing the variety of goals of such internationally-oriented students, the major cuts across several related disciplines, with the focus on the modern period in the social sciences. Faculty from the departments of history, politics, anthropology and economics comprise the current faculty, plus the former chair who now runs the "Occidental-at-the-United-Nations" program in New York. Offerings in the departments of anthropology, economics, history, languages and literature, politics, public policy, religious studies, and sociology supplement the core courses offered by the DWA department itself.



The program is organized as a "department" with faculty, all but two of whom have primary appointments in other units. The current faculty retain their appointments in the disciplinary departments, but future appointments will be made directly in DWA. Reviews of faculty are done by multidisciplinary groups. Team-teaching across disciplines is encouraged.

BEST COPY AVAILABLE

The "Occidental-at-the-United-Nations" program offers course work, an internship, an individual research project, and experiential knowledge on the functioning, problems, and dangers of the international system. This program is highly selective and offers a unique opportunity for about 20 Occidental students. Additionally, a Model UN through simulation of the General Assembly, Security Council, World Bank, UNESCO is offered twice a year on campus.

The International and Public Affairs Center (IPAC) cooperates on a speakers series that emphasizes campus-wide cooperation in research and teaching. The DWA Department has initiated a bi-weekly International Forum in current events held at IPAC.

CAMPUS LEADERSHIP

Campus leadership supports Occidental's long-standing commitments to teaching, international affairs, and inter-disciplinary teaching. Resources are allocated through student demand with an emphasis on cross-departmental cooperation. The proportion of students with international interests has been increasing and departments involved have experienced growth. Programs in Diplomacy and World Affairs, politics, and public policy have joined forces to promote greater coherence amongst themselves.

FUTURE PLANS

The DWA program has been able to secure a new permanent faculty appointment for the 1994-1995 academic year (though the search has been postponed for one year due to a campus-wide budget review). In the words of the chair, "We seem to be high on the list." Increased interest by both faculty and students has bolstered the call for more faculty resources. The appointment will be in a policy field with a cross-regional orientation. Student interest in environmental issues may influence the appointment.

Some attention will be paid to increasing the number of education abroad opportunities for the Occidental students. The quality of the existing programs abroad will be analyzed and steps to improve them will be taken within the next year or so.

Challenges for the future lie in non-traditional communication -- the "information highway." Dollars to improve teaching through simulation, database retrieval, and computer technology are an important objective.

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UNIVERSITY OF CALIFORNIA, BERKELEY
BERKELEY, CALIFORNIA
INTERNATIONAL AND AREA STUDIES

MISSION AND GOALS

The University of California is a publicly supported institution and a part of the educational master plan of the State of California. The university strives to facilitate excellence through diversity as it continues to provide academic leadership into the 21st Century. Four areas of particular importance are: the excellence of faculty and academic programs; increased diversity in all aspects of campus life; the strengthening of undergraduate education; and the cultivation of productive relationships with the city, region and state, including their devoted alumni, as well as with the national and international institutions so important in today's global environment.

BACKGROUND

The University of California was founded in 1868. For the first 50 years Berkeley was the only general campus of the University of California. Now there are nine campuses located in San Francisco, Berkeley, Santa Cruz, Davis, Santa Barbara, Los Angeles, Riverside, Irvine, and San Diego.

Administration of the entire system lies at in the Office of the President while responsibility lies with the Systemwide Academic Senate. Each campus has relative autonomy in the implementation of resources and specific goals. Each campus has a Chancellor, as the administrative head, and a local Academic Senate.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

In his statement in the 1994-95 UC Berkeley catalog, Chancellor Chang-Lin Tien, states, "Since its earliest years, Berkeley has recognized the value of the multitude of cultures around the world and has sought to increase the exchange among them. This is especially important today considering the global marketplace. Courses with an international and regional focus are offered in virtually all disciplines. And almost every language ever spoken on earth is taught here."

The organization of international education at UC Berkeley was restructured in 1990 in order to provide international recognition to the growing importance of international, area, and comparative studies around the three university missions of teaching, research, and public service. This field has been combined under a Dean for International and Area Studies, an office responsible for the coordination of UCB's international undergraduate and graduate teaching programs (undergraduate majors and graduate programs), research programs (area studies, international and comparative studies) and international exchanges of students and faculty.

Study Abroad

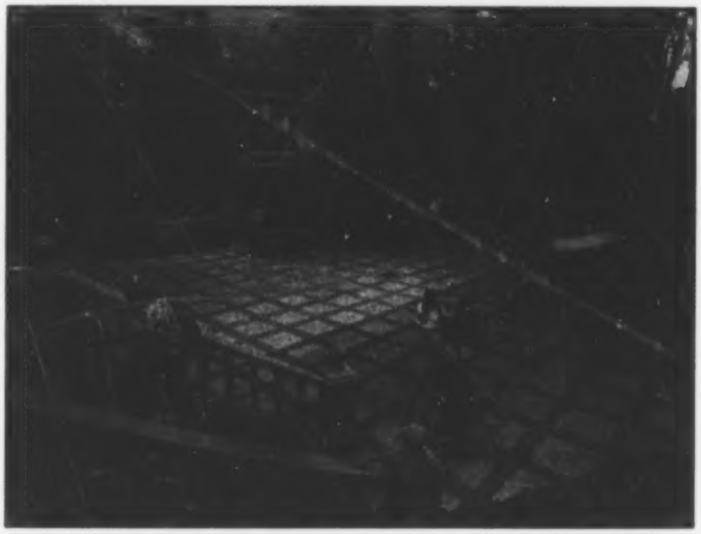
In the UC system there is a significant Education Abroad Program (EAP) with 23 sites that serve all 9 campuses. Students pay UC fees and there are some scholarships (e.g., Pacific Rim Scholarship) to assist with the cost-of-living in more expensive cities. Financial aid considers study abroad in its allowances. Each campus also has its own set of individually approved programs as well.

Study abroad is strongly encouraged for majors and generally encouraged by the campus as a whole. With the organizational change and the leadership for the international study abroad coming from the faculty and the Dean at UCB, the number of programs and study options have increased. The Dean is charged with responsibility for international exchanges including local services for international students and scholars.

UNDERGRADUATE DEGREE PROGRAMS

UC Berkeley offers undergraduate majors in:

- Asian Studies
- Development Studies
- Latin American Studies
- Middle Eastern Studies
- Political Economy of Industrialized Societies (PEIS)



Approximately 600 undergraduate students currently have declared their major in international studies: nearly 400 enrolled in the PEIS program, 60 to 80 in Development Studies, 80 to 90 in Latin American Studies, 70 to 80 in Asian Studies, and 10 to 20 in Middle Eastern Studies. In addition to encouraging double majors, the College offers a minor in Asian Studies and expects shortly to add a minor in European Studies.

Curricula

Most of the majors require at least two semesters of interdisciplinary introduction to the geographical area and to major theoretical thinking and writing. These courses are offered by the individual programs with some options housed in the traditional departmental curriculum. The remainder of the course work is offered in anthropology, business administration, conservation and resource studies, economics, geography, history, legal studies, mass communications, political science, and sociology. There is good use of faculty resources to staff the variety of needs. Acceptance into all the majors requires completion of at least one year of modern foreign language proficiency before declaring the major. All programs require the completion of two years of foreign language to graduate.

The number of functional/substantive course offerings is on the rise. Given the structure of discipline-based courses providing the majority of the course work, this is not surprising. For example, needs for the future are in International Political Economy with East, Southeast and South Asia as target areas. Language needs have increased in the Southeast Asian region. All majors, except Middle Eastern Studies, require one skill/methodology course. Commonly the requirement is in statistics, economics, or quantitative methods.

Faculty

No faculty are appointed directly to the International and Area Studies unit. Programs offer their own core course work and introductory courses using faculty from departments as well as regular lecturers and visiting faculty/scholars. The majority of the course offerings come from the disciplines through departments. The Dean has been given the financial resources to provide the departments with tangible incentives to teach in the programs as well as to offer courses with international emphases. Although the method and amount of payment are under discussion, it is recognized by all participants that the incentive system is important and effective.

CAMPUS LEADERSHIP

The campus is currently reorganizing, and reporting lines through deans and provosts are being re-thought. The future of international studies at UC Berkeley looks good, since the Dean of International Studies is likely to report directly to the Vice Chancellor. The best indicator of the university's commitment to international education, however, is the new requirement that all students in the College of Arts and Sciences take courses in international studies.

FUTURE PLANS

Berkeley is using its 125th anniversary to reflect on the future. With a long history of excellence in research and teaching, the campus is now most concerned with undergraduate education within its tradition of excellence. The second goal, as set by Chancellor Tien, is to make Berkeley a more personal university.

The Dean has established an International Advisory Board composed of business leaders and policymakers from the United States and abroad deeply engaged in international issues. The Advisory Board has been charged to consider existing International and Area Studies activities, suggest possible new means of linking Berkeley's capacities to overseas issues, and assist in raising external resources for these purposes.

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UNIVERSITY OF NEBRASKA AT OMAHA
OMAHA, NEBRASKA

MISSION AND GOALS

The University of Nebraska at Omaha "exists for the purpose of providing appropriate educational opportunities, discovering and disseminating knowledge through research and teaching, and offering public service to the citizens of the State, particularly the residents of the Omaha metropolitan area." As the University enters the 21st Century, it seeks to enhance its international programs and presence to become "truly a metropolitical university with a global perspective."

International programs at the University of Nebraska at Omaha are coordinated by the Office of International Studies and Programs (IS&P), which is run by Dr.Thomas Gouttierre, who holds the title of dean. IS&P is responsible for the "encouragement, development and coordination of the University's international dimensions. It serves as a focal point for the international mission of the university and engages the larger Omaha community through citizen education programs," according to Gouttierre. The IS&P leadership seeks to stimulate interest in global issues throughout America's heartland and aspires to becoming a leading center for international education and research in the central United States.

BACKGROUND

Founded in 1908 as a private, non-sectarian university, UNO was originally named the University of Omaha. It became part of the University of Nebraska System in 1968, joining the University of Nebraska -Lincoln and the University of Nebraska Medical Center. The campus, which is located in the center of Omaha has a distinctively urban flavor.

UNO offers 133 undergraduate liberal arts degrees and 64 advanced degree programs. Doctoral degrees are offered in Education Administration, Criminal Justice, Philosophy, Public Administration, and Psychology. A total of 400 faculty members serve nearly 16,000 undergraduate and graduate students.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

Dean Gouttierre states that the mission of IS&P at UNO is to increase understanding through international exchanges and education and through outreach to the local community. He views IS&P as stimulating interest in international affairs in the American heartland, serving as the basis of a research center for international studies in the mid-United States. Thus UNO offers a broad range of international programs through its Office of International Studies and Programs. These include:

- **A major in International Studies with a specialization in International Management and Business or Area Studies --** four-year undergraduate degree programs that take a multidisciplinary approach.

- **The Center for Afghanistan Studies** -- the nation's only training and research institute devoted exclusively to Afghan affairs. An internationally recognized center of excellence, it conducts research on Afghan culture and education, disseminates information on Afghanistan, provides language and cross-cultural training, and publishes the *Afghanistan Studies Journal.*

- **Study abroad programs** -- in which approximately 65 to 70 students participate each year. Of these students, 65 to 70 percent are international studies majors. It is difficult to encourage study abroad, as 83 percent of the student body holds full or part-time jobs. Nonetheless, the international perspective of UNO continues to broaden. The University participates in a statewide consortium that provides an annual study abroad program for about 20 to 25 students. Two Nebraska instructors travel with the students and offer courses in psychology, literature, history and political science. Study abroad is encouraged by UNO as a means to: (1) improve language skills and proficiency (2) to experience living in another culture and (3) enhance the attractiveness of students to prospective employers.

- **Sister university programs** -- includes relationships with institutions in Afghanistan, Austria, China, the Czech Republic, Germany, Japan, the Philippines Romania and Russia facilitate and enhance student and faculty exchange programs both at home and abroad.

- **The Program for International Professional Development (IPD)** -- offers training to U.S. and international clients on a wide range of cultural, linguistic and professional topics. The program is intended to assist individuals and organizations in making their global activities and relationships more successful. There has been increased demand for this type of short-term programming and revenue strapped universities such as UNO are becoming more entrepreneurial and taking advantage of a desire to obtain international expertise.

- **The Intensive Language Program** (ILUNO) -- prepares international students for academic study at institutions throughout the United States. Instruction is offered at six levels of proficiency with an emphasis on the development of writing, listening, pronunciation, reading and communication skills.

- **The Nebraska Global Education Project** -- serves elementary and secondary schools throughout Nebraska that are seeking to expand their global curricula. Publications include information about curricular materials, including sample lesson plans and ideas for classroom activities.

- **International students** -- are encouraged to attend UNO, but at present only 400 to 500 are enrolled. Nearly 170 of these students are enrolled in ESL programs and the balance are enrolled in other UNO programs. Many international students are from Japan or Korea, but enrollments from Central and South America are increasing. Funding is limited for international students and since no on-campus housing exists at UNO, international students must be placed in homes in the Omaha area. While this gives international students a better sense of American family life, it makes it difficult for them to develop a sense of community with their classmates and colleagues on campus.

International students and business people have "discovered the Mid-West," according to Dean Gouttierre. The low cost of living, personal security, relatively modest tuition, and homestay opportunities makes UNO particularly attractive. Only 2.5 percent of the student population is from overseas, but UNO is seeking to double this. The University's five-year plan aims to enroll 800 international students. It hopes to achieve this by marketing to overseas guidance counselors, preparing a video targeted at international students, and sending representatives to college fairs in Europe and Southeast Asia.

INTERNATIONAL STUDIES DEGREE PROGRAM

Program Description

Approved by the Nebraska Board of Regents in 1977, the international studies degree at UNO allows majors to specialize in areas studies or international management and business or a combination of the two. The IS major is intended to provide students with the educational foundation to pursue professional careers in international business, commerce, secondary school teaching, government service, or to further their studies in these areas. The large majority of the 250 majors opt for the management and business specialization. A double major in international studies and another discipline is also offered.

All majors must satisfy a foreign language proficiency requirement equivalent to three years of college-level foreign language training in one language or two years each of two foreign languages. They must also complete at least 45 credit hours in the approved international studies curriculum.

This includes two core courses in international studies and one each in geography, political science and economics. Students must also meet the university requirement of at least 18 credit hours of upper division work. The balance of the IS curriculum is made up of those courses that have an international focus in disciplines such as history, political science, geography/geology, sociology, economics, philosophy and religion, English, and related courses in the fine arts and humanities.

Teaching Philosophy

Each student majoring in international studies maps out his/her own individually tailored program. In the second semester of the students' junior year, the Dean director sits down with each major to make sure that all university-wide requirements have been met. There is a great deal of emphasis on writing and communication skills and professional enhancement is introduced in the freshman year with materials from the career division and information on resume writing.

UNIVERSITY OF NEBRASKA AT OMAHA

Degree requirements include a cross-cultural seminar that looks at regional conflicts and international environmental issues. Another required course targets a salient issue and examines it in context, utilizing the disciplines of economics, political science, etc., to arrive at a theme. Topics addressed recently include South Africa, the break up of the Soviet Union, and the Arab-Israeli dispute.

Faculty

At present a total of 50 faculty from various disciplines across the campus teach courses with an international focus and are invited to submit their resumes to the International Studies program. Nominees are selected by the IS&P program and their applications sent to UNO's Vice Chancellor for Academic Affairs. If approved for participation, the individual and his/her dean are notified.

Students

Student interest in international affairs has been increasing steadily at UNO according to Dean Gouttierre and his staff. With 250 majors, core courses fill up rapidly each semester with the maximum of 135 to 150 students. Increasingly other disciplines are adding international components to their programs.

International studies majors have among the highest grade point averages on campus, yet it is one of the most difficult majors. Many students enrolled in the program are older and work part or full time. About 50 majors (20 percent) go abroad and roughly 12 percent are international students. More women are majors than men. Although IS&P tries to recruit students of color, only 9 are African-Americans, 10 are Hispanic and 2 are Native Americans.

Significant professional preparation is provided to IS majors, although the goal of the degree program is to produce educated citizens, not just professionals. Internships are stressed, so many students work in city government or take advantage of opportunities provided by the Omaha Sister City program. Upon graduation many students go on to take jobs in the federal government, including the Peace Corps, and the international private sector. They also pursue study abroad or advanced degrees in law and business programs as well as at schools of international affairs.

Distinctiveness

Several aspects of the international program serve to make it distinctive. First, it is located in America's heartland and thus draws upon the perspectives of that region and serves a constituency that is not the usual East or West coast consumer of foreign policy expertise. Second, the university has been very successful in linking programming with studies. Third, UNO's international program has found niches in the world where there is not a plethora of U.S. expertise or presence. The Afghanistan program is an example of a unique program that impacts on the entire campus by drawing scholars and students from around the world. Dean Gouttierre attributes success in this regard to a flexibility in international programming that allows the university to take advantage of opportunities as they arise. Finally, the University leadership has demonstrated a strong and significant institutional commitment to international education.

CAMPUS LEADERSHIP

As indicated, international programming is campus wide and includes all colleges at UNO. International studies is a major interdisciplinary program on campus. The University's commitment to international education is demonstrated through its centralized Office of International Studies and Programs, which coordinates all international activities on campus. This centralization is critical as it allows programs to nourish each other and thus gain strength.

A long-range commitment to international programs by the university's administration was apparent in several discussions/interviews. Because UNO is isolated geographically, campus leaders feel a special obligation to provide students with expertise about and contacts with other nations. Exposure is a vital part of education, in their view. This is demonstrated in the new general education program that requires all students to pursue a course on multiculturalism that focuses on either a U.S. minority or on international studies.

The university's commitment to internationalization is a two-way street -- that is, UNO wants to bring in international experts to teach their students, and it also wants to spread information about the American heartland to the rest of the world. UNO wants the international community to know that the United States consists of more than just the East and West Coasts.

All in all, UNO would like to do more to enhance international education but the opportunities are few thanks to tight budgets and lack of on-campus housing. Of two new positions created recently in the Arts and Sciences division one was in the languages and the other in Latin American history. The University is moving along at about the same pace and along the same pattern as the rest of the nation in terms of awareness of international issues/problems/opportunities.

As noted, efforts are under way to raise funds that would increase opportunities for UNO faculty to go abroad, for international faculty to visit UNO, for three or four additional UNO faculty to teach on their own international topics, and for more study abroad scholarships. The objective is to improve instruction by increasing experience. The success of the program lies less in the organizational structure and more in the talent and dedication of the people, in Dean Gouttierre's view.

FUTURE PLANS

Undergraduate IS Curriculum

Dean Gouttierre indicated that there are no plans to create a free standing international studies department on campus. He indicated that any new course development would require state approval. Thus, he is content to just strengthen links to other departments and continue to rely on courses that are presently offered at UNO. Dean Gouttierre said that he would continue the practice of utilizing visiting faculty to teach existing introductory courses, so that permanent faculty could be freed up to teach higher level courses. The international studies program is working to raise endowment funds, which would be used to help identify talent and attract faculty in other departments to teach international affairs.

International Programming

A wish list for international programming across the UNO campus includes: dormitories, as these would enable more international students to attend UNO and general make the University more attractive to all prospective applicants; acquisition of a building where all international programs would be located and that would add an international flavor to the campus; the development of more graduate programs (including, possibly a graduate program in international studies); and strengthening of foreign language programs, particularly in the Asian languages.

Long-Range Planning

UNO plans to build upon its previous achievements by serving as a center of excellence to encourage and lead citizens of Omaha and the Midwest to reach beyond their geographic boundaries. A strategic plan still in the discussion stages includes proposals to:

(1) Integrate international perspectives into ongoing teaching, research and outreach programs; assist the College of Education in incorporating global perspective into teaching education the development of a broad range of high quality academic courses and seminars focused on world affairs; expand student/faculty exchanges with sister universities; and support for scholarly research on international issues in departments.

(2) Pursue international education at the University of Nebraska Medical Center through such mechanisms as involvement in sister university relationships and the facilitation of exchanges and cooperative research.

(3) Increase enrollments of international students.

(4) Increase awareness of Omaha area professionals and business leaders concerning world affairs through seminars, workshops, special courses, speakers programs, etc.

(5) Provide leadership and direction on a statewide level in global education for the elementary and secondary school level.

(6) Establish an endowment to carry out all of the above listed activities.

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UNIVERSITY OF SOUTHERN MISSISSIPPI
HATTIESBURG, MISSISSIPPI

MISSION AND GOALS

The University of Southern Mississippi (USM) recognizes the interdependence of teaching, research, and service. It is dedicated to the pursuit of excellence in each of these areas, as well as their support operations, with the goal of achieving and maintaining the highest possible quality throughout the university. USM is committed to quality education. In its undergraduate programs, and in graduate and professional programs that aim for national distinction, it seeks to educate students who will be well-trained in their chosen profession, whose critical thinking skills and respect for learning will foster life-learning, and who recognize their obligation to contribute to their society -- whether local, national or international.

This education will be provided by a community of scholars who are dedicated to high standards of original inquiry and creative expression, and to the principles of intellectual freedom. The university affirms its support for sound research, scholarship, and creative activity, which will expand the boundaries of human knowledge, inspire superior teaching, and in their applications improve the quality of life of citizens of Mississippi.

BACKGROUND

The University of Southern Mississippi was created in 1910 under the name of Mississippi Normal College with the purpose of training teachers. In 1962, USM was renamed and became a comprehensive public institution. The administrative structure now includes a president, five vice presidents, dean of the Graduate School, the deans of eight colleges: The Arts, Business Administration, Education and Psychology, Health and Human Sciences, Liberal Arts, Science and Technology, Honors, and International and Continuing Education.

Approximately 13,000 students are currently enrolled, 10,500 of whom are undergraduates. Eighty percent of USM students are Mississippi residents, hailing from every county in the state; the rest of the students are from 46 other states and 50 foreign countries. The university offers 89 degree programs for undergraduates, 61 master's degree programs, and 19 doctoral degree programs. Located in Hattiesburg, the educational and medical hub of Southern Mississippi, the campus sits on 1,086 wooded acres and is comprised of more than 160 buildings.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

With the understanding that teaching and research must complement service to society, The University of Southern Mississippi pursues its goals in an educational atmosphere that affirms a commitment to the preservation of the planet's environment and the recognition of the increasing importance of international understanding. Three bodies exist that carry out campus-wide international programming at USM. They are:

- **The International Studies Undergraduate Major** -- a multidisciplinary program that was established in 1988, it is located in the College of Liberal Arts. According to Dr. James Wolfe, who took over as Director of the program in 1990, the mission and goals of the program are a source of continuing challenge at USM. He sees the IS program and its curriculum as "a chance to teach tolerance and appreciation of other cultures" and a "chance to democratize" in a setting of Southern education that has "traditionally been elitist and ethnocentric." He hopes his IS program will help to reverse this way of thinking throughout the student body.

- **The College of International and Continuing Education** -- was begun as an English Language Institute in 1947, it now encompasses overseas study in Austria, France, Great Britain, Jamaica, Japan, and Mexico. The College has also initiated year-long academic exchange programs with the University of Wales (Swansea) and with the University of Bonn. A Cuban Studies program was established in 1993 and recently the first group of students and faculty attended a week-long symposium in Havana. USM is currently undertaking efforts to start its own summer program in the Russian federation, and to further expand its study abroad program.

- **The International Studies Planning Group** -- established in late 1993 by USM's Vice President for Academic Affairs, the Group coordinates the development of international programs and takes steps to secure external funds. The memberships consists of the leaders of the College of International and Continuing Education, the College of Liberal Arts, the Office of Research and Sponsored programs, the Foreign languages Department and the International Studies major.

UNDERGRADUATE INTERNATIONAL STUDIES

Curriculum

The IS degree program curriculum is intended to be interdisciplinary, and the major has seen increased enrollments because of this, as it captures a larger percentage of students who cross-over from other fields. However, the Director of the IS Major admits that some departmental parochialism does exist as a challenge to the interdisciplinary curriculum approach.

As a state university, the emphasis is very much on "real world" instruction. Even to use the word "theory" in class causes students to gasp, reports the Director. It is easier to explain the application of learning to issues. The courses are a "carry over from the 1950s," with a heavy emphasis on area studies. Discipline-based courses are also stressed. Thus, for example, anthropology is particularly strong, especially in the Latin American and Caribbean regions. The Director of the IS Major would like to change this to emphasize international communications, by collaborating with the school of communications. In this way interactive teaching methods could be incorporated, including compressed video -- which was just introduced in collaboration with a regional campus 70 miles away.

Other curricular revisions under consideration are:

- creation of a "gateway" course in international studies
- introduction of a methods course
- development of a senior seminar that is truly interdisciplinary
- a diversification of the curriculum to offer courses that explore new ways of looking at international issues now that the Cold War is over
- an increased social science dimension
- more experiential education -- including summer internships in Washington, D.C.

Faculty

There have been major cuts in faculty across 5 disciplines, affecting as many as 40 faculty campus-wide. There are only a handful of part-time faculty at the university, and few adjunct professors. Faculty members teach three courses each semester, including two preparations.

There is a generational gap in the faculty: the younger are well recruited with doctoral degrees. The older faculty are "regional," as Dr. Wolfe explained. Many went to USM, then to graduate school in the area, and then returned to teach at USM.

The junior faculty who have been recruited recently are one of the greatest assets of the program. There are two in international economics and one in political geography/Cuban studies. These are all young scholars with doctorates from esteemed universities around the country. They are dynamic and able to instill the international sensibility.

Students

Overall enrollments in the IS major have increased from 5 to 34 since 1990. There are also approximately 10 IS minors. The student/faculty ratio is approximately 20 to 1. The IS major has something of an advantage because the College of International and Continuing Education at the University actively recruits students from Japan, China and the Caribbean. The Director of the IS major lobbies to get those students to enroll in the degree program.

Student interest in IS is tied largely to current events (usually in Western Europe) and what is on television, such as the D-Day Commemoration. No effort is made to formulate a worldview or to look at broader economic or social problems, he believes. It is very difficult to explain this larger worldview to the students, and to this end the Director describes his job as "more missionary work" than academics.

Many students go on to graduate school and careers in the private sector, such as consulting and private law practices. No IS students are known to have pursued careers with the Foreign Service, the CIA, or related agencies in recent years.

Distinctiveness

In addition to the high quality of the IS junior faculty, its geographic location and the College of Continuing and International Education, USM has another distinctive quality. It is able to share its IS program with the Louisiana state universities, which do not offer IS at any of their institutions. Because such programs are not available in Louisiana, the state Board selects an IS program in a neighboring state and funds students to go there. USM was picked by Louisiana, and the influx of those students into the program has helped enrollments and interest. Now more than one half of the IS students at USM are from out of state.

Future

There is no long-term vision for the IS major at this time. The Director would like to see the establishment of an institute, as a parallel component with the major, which would pursue research and special projects (for instance, Cuban Studies), and be available for students' use or for classes. He would also like to see the undergraduate program tailored to enable students to compete effectively for admission to graduate professional schools of international affairs. This would require increased emphasis on economics and languages. (The major has had 13 graduates since 1990-91, and all but 2 or 3 have gone on to graduate school.)

Dr. Wolfe would also like to see more diversity in the program's international areas of concentration. Currently, most of the international emphasis is on Western Europe and, secondarily, the Caribbean and the Americas. He has lobbied for an Africanist, for example, as 17 percent of all USM students are African-American, as is 25 percent of the freshman class. Also, the U.S. Supreme Court cited the perpetuation of discrimination policies in Mississippi universities recently, and he would like to see this phenomenon reversed. However, hiring is done by the traditional departments, and so he has been unsuccessful in this respect.

There is a possibility that, when the Panama Canal Zone is turned over to Panama in 1999, Camp Shelby, located near Hattiesburg, will assume jurisdiction over the military personnel who had been serving in the zone and will take over the functions performed there. If the Army establishes a school at Camp Shelby, the possibility of joint programs would open up and Dr. Wolfe is anxious to take advantage of this opportunity.

The primary concern regarding the future of the IS program is for the maintenance of a high level of creative planning. The International Studies Planning Group was established to ensure this.

CAMPUS LEADERSHIP

As a whole, the commitment of the university administration to international studies is excellent, according to Dr. Wolfe. The IS program has a direct impact on the rest of the campus and, if a gateway course were established, it could become an appropriate core requirement university-wide.

Originally, the IS program was not very well organized or successful. The university gave Dr. Wolfe wide latitude to shape the program, and it is now well-received on campus. But success in itself is proving to be a problem. The more traditional disciplines at USM perceive the program as a threat. They do not fully comprehend how the program can be complementary to their own. Also many on campus confuse the IS major with other programs that have an international dimension, such as international business. Thus, the cultural environment is an impediment, although IS slowly is developing an identity. One further impediment is the fact that the university administration to not keen about funding travel outside the United States.

The Director of the IS major has worked with the university president, vice president, and central administration to determine the role of the college of international education (of which IS is a part). The central administration is now taking more interest in the program and involving itself more with decisions on curricula. This has proved to be problematic, as the administrators are not trained in the field, although they are well meaning. It is necessary to explain the basics of the program, the curricular components, and the long-term vision for increased federal funding. These and other managerial entanglements sometimes impede the academic objectives of the program.

Dr. Wolfe sees his job as a largely diplomatic one that seeks to coordinate the IS program with on-campus departments. Some departments go far out of their way to be accommodating. Others perceive the IS program as a threat. Overall, Dr. Wolfe is encouraged by recent programs in international studies at The University of Southern Mississippi.

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UNIVERSITY OF TEXAS, AUSTIN
AUSTIN, TEXAS
INSTITUTE OF LATIN AMERICAN STUDIES
CENTER FOR ASIAN STUDIES
CENTER FOR POST-SOVIET STUDIES & EAST EUROPEAN STUDIES

I. OVERVIEW

MISSION AND GOALS

The University of Texas at Austin (UT Austin) is distinguished by more than a century of accomplishments since its founding in 1882. The campus strives to excel in teaching, scholarly activity, and public service. It is the oldest and largest of the University of Texas System's 15 component institutions, and is considered the flagship campus with 84 organized research units. The many components of UT Austin foster knowledge and understanding through educational programs at the BA, MA, and PhD levels, support of faculty and advanced graduate student research, scholarly conferences, lectures, and exchange programs.

BACKGROUND

UT Austin has over 115 buildings, 2,300 faculty, 53 academic departments on a 357-acre campus that serves over 10,000 graduate students and 40,000 undergraduates. The university is a public institution supported in part by tax dollars. The tuition at UT is remarkably low for in-state residents as is out-of-state tuition. The Texas legislature wholly funds the undergraduate program. The international student population is relatively high. Yet, the people of Texas have insisted upon a low fee schedule for students. There is some campus discussion about raising fees to enhance the offerings.

CAMPUS-WIDE INTERNATIONAL PROGRAMS

No general education requirement in international studies exists at UT Austin. The recently appointed President has called together a Task Force on International Studies. The Task Force has recommended internationalization of as many courses as is appropriate. Other recommendations include increased attention and resources to study and research abroad, and exchange programs. The most significant recommendation is that a senior administrator be hired to reorganize and re-conceptualize international studies at UT Austin.

UT Austin offers undergraduate majors in eight international and/or area studies fields: African studies; Asian/Oriental studies; Post-Soviet and East European studies; European studies; international studies; Near and Middle Eastern studies; Russian and Slavic studies; and Scandinavian languages/studies. The programs in Asian, Latin American and Post-Soviet and East European Studies are described below.

Languages are also taught, and faculty directly appointed in Asian languages, Slavic languages, and Romance languages. The International Office at UT offers a PAL (Partnerships to Advanced Language) student program. Students are matched with partners for the purposes of exchanging cultural information, and conversing in English and/or a foreign language.

CAMPUS LEADERSHIP

Each regional program reports to the Dean of Liberal Arts. No institutionalized incentive system exists for departments to place regional courses high on the priority list. One director said the local issues mirror the nationwide debate over the disciplines moving toward methodology, theory, and technique and away from regional and applied issues. A fallout of this movement is that often courses require pre-requisites and technical knowledge that students majoring in area studies do not necessarily have or want. The area studies' directors all agreed that some resources from the central administration could be used as incentives for cooperation.

II. ASIAN STUDIES (ANS)

MISSION AND GOALS

The Department of Asian Studies at the University of Texas at Austin is the major facility for the study of South and East Asia in the Southern and Southwestern United States. Scholars of Asia from numerous disciplines teach courses and conduct research on the diverse peoples and cultures of Asia. In the words of the former ANS director, "Our goal is simple -- to get more people to know more about Asia than they already know."

BACKGROUND

The Asian Studies program was recently granted departmental status. Although the program remains interdisciplinary and the faculty are more usually appointed in the disciplinary departments, the unit has the authority to appoint its own faculty. The faculty of Asian Studies believe that the best political position for the unit is to work with the departments to gain strength in hiring more faculty with interests in Asia. Asian Studies works with the departments by offering not only teaching faculty, but support for graduate students and research support.

The Center brings speakers and visiting scholars to the campus. The Center has been very successful in raising endowments and other funds for chairs, fellowships and research. The Center is a Title VI National Resource Center.

DEGREE PROGRAMS

Undergraduate majors are required to take two years of an Asian language plus 24 hours of Asian Studies coursework. Two courses entitled "Civilizations of South Asia" and "Civilizations of East Asia" are required.

Three master's level and one PhD program are offered: MA in Asian Studies, joint degree programs with the LBJ School of Public Affairs and the Graduate School of Business, and a PhD program in Asian Languages, Literature and Cultures. Several other departments pursue master's and doctoral programs with concentrations on Asia.

The department currently covers South Asia, Southeast Asia, and East Asia. Indian Studies is the largest and most visible of the regional offerings. It has received major endowments and gifts. As a result other monies have followed. The informants believe that through these gifts, in addition to the relative healthiness of the Texas economy, this Center has not suffered the financial problems of other South Asia programs in the nation.

CAMPUS LEADERSHIP

Through the granting of departmental status the faculty feel that the support for Asian Studies at UT Austin is significant. They also moved from a more remote location on campus to re-modeled facilities at the center of campus.

FUTURE PLANS

Asian Studies is recruiting an economist specializing in Japan. Mitsubishi Heavy Industries established a chair in Japanese Studies. Offerings in Korean language have recently become available and there is the expectation that Korea will become the next area of growth. The Indian Studies unit will remain at the top of the list for growth as this group is seen as a showcase at the university and in the nation.

III. LATIN AMERICAN STUDIES (ILAS)

MISSION AND GOALS

The mission of the Institute of Latin American Studies (ILAS) is to foster knowledge and understanding of Latin America in Texas and throughout the United States. It accomplishes this through educational programs, support of faculty and advanced graduate student research, and scholarly conferences. ILAS contributes to the development of higher education in Latin America through collaborative research projects with Latin American scholars, by making its academic resources available to Latin American scholars, and by promoting study at the University of Texas by Latin American students.

In addition to the undergraduate, MA and PhD programs, ILAS reaches beyond the campus to the local community, greater Texas, and the United States. It works with the civic, nonprofit and business associations with interests in Latin America, and with governmental and multilateral agencies whose interests are in the social and economic betterment of the region.

BACKGROUND

"Texans have a long-standing interest in Latin America ... Presently, the study of Latin America flourishes in Texas and the Southwest, where early antagonism has turned into avid interest." (*Academic Program Bulletin*, Institute of Latin American Studies, University of Texas at Austin).

As early as 1910 the University of Texas established a Chair in Latin American Studies. A Pan-American Center was established in 1938. The current Institute of Latin American Studies, the first in the nation, was founded in 1940. The Institute is a Title VI NRC under the Department of Education.

DEGREE PROGRAMS

Latin American Studies offers a major and an informal minor. Twenty-one hours beyond language are required for the major. In addition, students may opt for a concentration in Latin America within the disciplinary degree, e.g., History and Latin America. Spanish or Portuguese is required of all majors. Some students with interests in Haiti have substituted French and others have found opportunities to learn Maya and Aztec languages.

Concentrations in Mexican Studies, Brazilian Studies, International Business, Planning and Communication are available. Joint Degree Programs at the graduate level are available with Business Administration, Communication, Public Affairs, and Community and Regional Planning. Other majors in Mexican/American Studies and American Studies give greater stress to border issues.

Latin American Studies undergraduate majors usually number 80 to 100. Approximately 30 additional students take courses on the region. Ninety-two faculty participate in the program. Undergraduate students are encouraged to get teaching credentials with the Latin American major.

The Institute has taken a special interest in study abroad. Arrangements have been made with individual Latin American universities through the Institute.

CAMPUS LEADERSHIP

The Chancellor and the President have been very supportive of the Institute for Latin American Studies. The Institute has direct state and federal allocations -- line items in the state's budget. As a consequence this Institute has been able to have a big impact on the campus and the state as well as nationally and internationally. Small amounts of money are available from ILAS to help departments in their recruitment efforts through assistance with moving, computer acquisition, summer salary, etc. In these cases, the department has already defined the position and the candidate, and then asks for recruitment assistance.

FUTURE PLANS

The Institute would like to foster an effort to become a major center for the study of indigenous languages of the Americas. It currently sponsors a summer program in Guatemala to study Kaqchikel, one of the principal Mayan languages. Quechuan of Peru is the next priority.

The Director has begun to put more emphasis on internships. He has appointed faculty to look into available opportunities. Students at UT have been entrepreneurial in getting internships. The Director considers support for the Center supplementary to the students' endeavors, not as a replacement. He wants to put resources behind the students' efforts as he takes pride in their accomplishments.

More and better opportunity for study in Latin America has been and will continue to be a focus for the Institute. Summer language satellite programs are next on the agenda. Financial aid for study abroad is a priority.

The Director would like to see some foundation support for teaching regional courses. If this support were secured on a diminishing scale (100% first year; 80-90% second year, etc.), he feels an incentive system could be established.

IV. POST-SOVIET AND EAST EUROPEAN STUDIES (SES)

MISSION AND GOALS

The SES Center aims to train the next generation of specialists on the former Soviet Union and Eastern Europe. Many students combine their study with business, law, and petrochemical engineering, as well as the more traditional disciplines of government, sociology, and linguistics. Research is central to the mission of the Center. Center researchers wish to "join the peoples of the former Soviet Union in the search for answers as they chart their course for the future."

BACKRGOUND

In 1984 the Soviet and East European Program was formally incorporated. In 1988 the Center was designated by the Department of Education as a Title VI National Resource Center. The Center's main support comes from Title VI. There is little institutional support provided by the central administration which the Director attributes to the newness of the Center.

The Title VI application explicitly promotes the joining of professional and disciplinary training. Since the Center was established at the time of this particular thrust in higher education, it was founded on this principle.

All area studies programs are the coordinating units for multidisciplinary programs. The faculty and courses are provided by the disciplinary departments.

DEGREE PROGRAMS

The Center administers an undergraduate program and an MA program. An introductory core course is team-taught. Two years of language are required although three years is highly recommended. Additional coursework must be chosen from: (1) language, literature, and culture; (2) history, economics, and government; and (3) sociology, geography, and anthropology.

Proposals to establish joint MA programs with the LBJ School of Public Affairs, the College of Communication and the College of Business have recently been submitted. In the director's view, the normalization of global politics and the flourishing of market opportunities behooves higher education to put together packages to provide students with appropriate training. He believes strongly that traditional disciplines will attract fewer students and that joint degrees will attract more in the future.

CAMPUS LEADERSHIP

The Director of SES sees himself in the role of advocate to the departments for representation of post-Soviet and East European studies. He sees his greatest challenge not in the changing priorities of existing faculty, but in the retention of faculty slots lost through attrition. The Dean of Liberal Arts has been very helpful in his campaign with the departments. Often the Center, through outside grants, will make arrangements with various departments to cost-share faculty salaries. For example, he has been successful in getting the department to provide one half of a salary that is matched by the Center grant. Title VI allows him to provide research dollars, partial summer salary, outside speakers, etc. This provides incentives for existing faculty to continue to put energy into the program.

FUTURE PLANS

SES has seen the most change of any of the area studies, since the end of the Cold War. "Soviet Economy" courses have given way to "Transition Economies" courses. Soviet Politics has changed to comparative politics. East European Studies will grow. Although the director feels very strongly that departmental status is not a direction in which to take the Center, he sees Asian Studies as a model for the future and hopes that the departments will appoint faculty with post-Soviet and Eastern European competence.

APPENDICES

APPENDIX A:	**LIST OF SURVEY RESPONDENTS**
APPENDIX B:	**SURVEY OF INTERNATIONAL STUDIES B.A. PROGRAMS**
APPENDIX C:	**SURVEY OF AREA STUDIES B.A. PROGRAMS**
APPENDIX D:	**APSIA WORKSHOP ON INTERNATIONAL AFFAIRS EDUCATION: PARTICIPANTS**
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APPENDIX A

INTERNATIONAL AND AREA STUDIES PROGRAM RESPONDENTS

ALABAMA

Program in Russian and Slavic Studies; University of Alabama in Huntsville; Huntsville, Alabama
Capstone International Program Center; University of Alabama; Tuscaloosa, Alabama
Area of International Studies; Stillman College; Tuscaloosa, Alabama
Department of International Studies; Auburn University at Montgomery; Montgomery, Alabama
Program in International Studies; University of South Alabama; Mobile, Alabama
Program in International Relations; Troy State University; Troy, Alabama
Program in International Studies; Spring Hill College; Mobile, Alabama
Program in Latin American Studies; University of Alabama; Tuscaloosa, Alabama

ARIZONA

Latin American Area Center; University of Arizona; Tucson, Arizona

CALIFORNIA

School of International Relations and East Asian Language and Cultures; University of Southern California; Los Angeles, California
Program in Diplomacy and World Affairs; Occidental College; Los Angeles, California
Department of International Relations; Claremont McKenna College; Claremont, California
Department of International Relations; University of San Diego; San Diego, California
School of International Relations; United States International University; San Diego, California
Program in Asian Studies; San Diego State University; San Diego, California
Program in Latin American Studies; San Diego State University; San Diego, California
Program in Chinese Studies; University of California at San Diego; La Jolla, California
Program in Russian and Soviet Studies; University of California at San Diego; La Jolla, California
Latin American Studies Program; California State University; Fullerton, California
Program International Studies; Monterey Institute of International Studies; Monterey, California
Program in International Relations; Stanford University; Stanford, California
California State University; Hayward, California
Department of South and Southeast Asian Studies; University of California at Berkeley; Berkeley, California
Program in International Studies; Dominican College of San Rafael; San Rafael, California
Program in International Relations; California State University at Chico; Chico, California
Center for International Studies; California State University at Chico; Chico, California
Program in International Studies; Westmont College; Santa Barbara, California
International Relations Program; Holy Names College; Oakland, California
Program in International Affairs; California State University-Sacramento; Sacramento, California

COLORADO

Program in International Relations; University of Colorado at Boulder; Boulder, Colorado
Program in Russian Studies; University of Denver; Denver, Colorado
International Program; Colorado College; Colorado Springs, Colorado

CONNECTICUT

Program in International Business; Central Connecticut State University; New Britain, Connecticut
Program in International Studies; University of Connecticut; Storrs, Connecticut
Program in Latin American and Caribbean Studies; Fairfield University; Fairfield, Connecticut
Council on Latin American Studies; Yale University; New Haven, Connecticut

DISTRICT OF COLUMBIA
School of International Service; The American University; Washington, D.C.
Program in International Development; The American University; Washington, D.C.
Program in Middle Eastern Studies; The George Washington University; Washington, D.C.
Program in East Asian Studies; The George Washington University; Washington, D.C.
Elliott School of International Affairs; The George Washington University; Washington, D.C.
Edmund A. Walsh School of Foreign Service; Georgetown University; Washington, D.C.
Asian Studies Program; Georgetown University; Washington, D.C.

FLORIDA
Program in Russian Studies; Stetson University; DeLand, Florida
Department of International Relations; Florida International University; Miami, Florida
Department of International Studies; Eckard College; St. Petersburg, Florida
Program in International Studies; University of West Florida; Pensacola, Florida
Area of International Relations; New College of the University of South Florida; Sarasota, Florida

GEORGIA
Department of Political Science and International Affairs; Kennesaw State College; Marietta, Georgia

HAWAII
School for Hawaiian, Asian, and Pacific Studies; University of Hawaii at Manoa, Honolulu; Hawaii
International Relations Program; Hawaii Pacific University; Honolulu, Hawaii
International Studies Program; Hawaii Pacific University; Honolulu, Hawaii

IDAHO
Program in International Studies; Lewis and Clark State College; Lewiston, Idaho

ILLINOIS
Program in International Studies; De Paul University; Chicago, Illinois
Department of International Relations; North Park College; Chicago, Illinois
International Relations Program; Saint Xavier University; Chicago, Illinois
Center for East Asian and Pacific Studies; University of Illinois at Urbana-Champaign; Champaign, Illinois
Center for Latin American and Caribbean Studies; University of Illinois at Urbana-Champaign; Champaign, Illinois
Program in African Studies; University of Illinois at Urbana-Champaign; Champaign, Illinois
Department of International Studies; Millikin University; Decatur, Illinois
Program in International Studies; Illinois College; Jacksonville, Illinois

INDIANA
Russian and Eastern European Institute; Indiana University at Bloomington; Bloomington, Indiana
Program in Latin American Studies; Indiana University at Bloomington; Bloomington, Indiana
Japanese Studies; Earlham College; Richmond, Indiana
Program in International Studies; Butler University; Indianapolis, Indiana
Program in International Economics and Cultural Affairs; Valapariso University; Valapariso, Indiana
Goshen College; Goshen, Indiana

IOWA
Program in African Studies; The University of Iowa; Iowa City, Iowa
Program in Asian Studies; The University of Iowa; Iowa City, Iowa
Program in Global Studies; The University of Iowa; Iowa City, Iowa
Program in South Asian Studies; The University of Iowa; Iowa City, Iowa
Program in International Relations; Drake University; Des Moines, Iowa

KENTUCKY

Northern Kentucky University; Highland Heights, Kentucky
Program in Soviet Studies; University of Louisville; Louisville, Kentucky

MAINE

Program in International Affairs; University of Maine; Orono, Maine
Program in Asian Studies; Bowdoin College; Brunswick, Maine

MARYLAND

Program in Latin American Studies; Towson State University; Towson, Maryland
International Studies; Towson State University; Towson, Maryland
Program in Russian Area Studies; University of Maryland; College Park, Maryland
Department of International Studies; Washington College; Chestertown, Maryland
Department of International Relations; School of Advanced International Studies; The Johns Hopkins University; Baltimore, Maryland
Department of Government and International Studies; Mount Saint Mary's College; Emmitsburg, Maryland

MASSACHUSETTS

Curriculum in International Relations; Bradford College; Bradford, Massachusetts
Wheaton College; Norton, Massachusetts
Program in Public Relations; Stonehill College; North Easton, Massachusetts
Department of International Relations; Boston University; Boston, Massachusetts
Russian Area Studies Program; Wellesley College; Wellesley, Massachusetts

MICHIGAN

International Relations Program; Grand Valley State University; Allendale, Michigan
Program in International Studies; Oakland University; Rochester, Michigan
Program in Latin American Studies; Western Michigan University; Kalamazoo, Michigan
Concentration in International Studies; Kalamazoo College; Kalamazoo, Michigan
Program in Asian Studies; Western Michigan University; Kalamazoo, Michigan
Program in African Studies; Western Michigan University; Kalamazoo, Michigan
Program in European Studies; Western Michigan University; Kalamazoo, Michigan
International Studies Program; University of Michigan; Dearborn, Michigan
Michigan State University; East Lansing, Michigan
Scandinavian Studies Department; University of Michigan; Ann Arbor, Michigan

MINNESOTA

Program in International Relations; St. Cloud State University; St. Cloud, Minnesota
Program in International Relations; Augsburg College; Minneapolis, Minnesota
Program in Asian Studies; St. Olaf College; Northfield, Minnesota
Carleton College; Northfield, Minnesota
Program in International Studies; Macalester College; St. Paul, Minnesota
International Relations Program; Bethel College; St. Paul, Minnesota
International Relations Program; University of St. Thomas; St. Paul, Minnesota
Program in East Asian Studies; University of St. Thomas; St. Paul, Minnesota
Program in Russian and Slavic Studies; Gustavus Adolphus College; St. Peter, Minnesota
International Relations Program; University of Minnesota; Minneapolis, Minnesota
Program in International Relations; Concordia College; Moorhead, Minnesota

MISSISSIPPI

International Studies Program; University of Southern Mississippi; Hattiesburg, Mississippi

MISSOURI
International Studies Program; Washington University; St. Louis, Missouri
Program in International Studies; Webster University; St. Louis, Missouri
Department of International Studies; Westminster College; Fulton, Missouri
Program in Latin American Studies; University Missouri-Columbia; Columbia, Missouri
International Relations Program; William Jewell College; Liberty, Missouri

NEBRASKA
International Relations Program; University of Nebraska at Omaha; Omaha, Nebraska
International Relations Program; University of Nebraska at Lincoln; Lincoln, Nebraska
Program in European Studies; University of Nebraska at Lincoln; Lincoln, Nebraska
Program in Western European Studies; University of Nebraska at Lincoln; Lincoln, Nebraska
Department of International Studies; Doane College; Crete, Nebraska

NEW JERSEY
Program for International Studies; Centenary College; Hackettstown, New Jersey
Department of History; Political Science and International Studies; Farleigh Dickinson University; Rutherford, New Jersey
Department of Russian Area Studies; Drew University; Madison, New Jersey
Program in Asian Studies; Rutgers, State University of New Jersey; New Brunswick, New Jersey
Slavic/East European Studies; Rutgers, State University of New Jersey; New Brunswick, New Jersey
Program in Middle Eastern Studies, Russia and CEE; Rutgers, State University of New Jersey;
New Brunswick, New Jersey

NEW MEXICO
University of New Mexico; Albuquerque, New Mexico

NEW YORK
Center for Latin American Studies; New York University; New York City, New York
Hagop Kevorkian Center for Near Eastern Studies; New York City, New York
Department of Near Eastern Languages and Literatures; New York University; New York City, New York
Program in East Asian Studies; New York University; New York City, New York
Department of Asian and Middle East Cultures; Barnard College; New York City, New York
Pace University; Pleasantville Briarcliff Campus; Pleasantville, New York
Program in International Studies; Marymount College; Tarrytown, New York
Department of International Studies; Concordia College; Bronxville, New York
Program in International Studies; Iona College; New Rochelle, New York
Department of Foreign Languages, Fine Arts, and International Cultural Studies; St. Francis College; Brooklyn Heights, New York
Program in International Studies; Vassar College; Poughkeepsie, New York
State University of New York College at Cortland; Cortland, New York
Utica College of Syracuse University; Utica, New York
Major in Institutional Relations; State University of New York College at New Paltz;
New Paltz, New York
Office of International Education; Department of European Studies; State University of New York College at Oneonta; Oneonta, New York
Program in International Relations; Maxwell School of Public Affairs; Syracuse University;
Syracuse, New York
Program in International Relations; Canisius College; Buffalo, New York
Program in International Studies; State University of New York College at Brockport;
Brockport, New York
Program in Asian Studies; State University of New York College at Albany; Albany, New York

Program in Russian and Eastern European Studies; University of Albany; State University of New York; Albany, New York
Program in Asian Regional Studies; Skidmore College; Saratoga Springs, New York
Program in Latin American Studies; State University of New York College at Plattsburgh; Plattsburgh, New York
Political Science Department; Hofstra University; Hempstead, New York
Program in Asian Studies; Hobart College; Geneva, New York
International Relations Program; Saint John Fisher College; Rochester, New York

NORTH CAROLINA

Program in International Experience; Queens College; Charlotte, North Carolina
Department of Asian Studies; St. Andrew's Presbyterian College; Laurinburg, North Carolina
African and Afro-American Studies Curriculum; University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
Canadian Studies Program; Comparative Area Studies; Duke University; Durham, North Carolina
Department of Afro-American and African Studies; University of North Carolina at Charlotte; Charlotte, North Carolina

OHIO

Area of Asian Studies; University of Cincinnati; Cincinnati, Ohio
Program in Asian Studies; Bowling Green State University; Bowling Green, Ohio
Program in East Asian Studies; Oberlin College; Oberlin, Ohio
Political Science Department; Case Western Reserve University; Cleveland, Ohio
International Studies Program; Ohio Wesleyan University; Delaware, Ohio
Department of Russian Studies; Cultural Area Studies; College of Wooster; Wooster, Ohio
Program in East Asian Studies; Wittenberg University; Springfield, Ohio
Program in Latin American Studies; Ohio University; Athens, Ohio
Department of International Relations; Muskingum College; New Concord, Ohio
Program in International Studies; Capital University; Columbus, Ohio
Program in International Studies; Ohio State University; Columbus, Ohio
International Relations Program; Baldwin-Wallace College; Berea, Ohio
Program in Latin American Studies; Kent State University; Kent, Ohio
College of Wooster; Wooster, Ohio
Program in International Studies; University of Dayton; Dayton, Ohio

OKLAHOMA

Program in Asian Studies; University of Oklahoma; Norman, Oklahoma
Program in European Studies; University of Oklahoma; Norman, Oklahoma
Program in Russian Studies; University of Oklahoma; Norman, Oklahoma

OREGON

Field of International Studies; George Fox College; Newberg, Oregon
International Relations Program; Southern Oregon State College; Ashland, Oregon
Program in International Studies; Willamette University; Salem, Oregon

PENNSYLVANIA

Department of Government and International Studies; Point Park College; Pittsburgh, Pennsylvania
Program in Russian Studies; University of Pittsburgh; Pittsburgh, Pennsylvania
Program in Asian Studies; University of Pittsburgh; Pittsburgh, Pennsylvania
Program in East Asian Studies, Russia and Eastern Europe; University of Pittsburgh; Pittsburgh, Pennsylvania
Program in East Asian Studies; Pennsylvania State University; University Park, Pennsylvania

Program in Latin American Studies; Pennsylvania State University; University Park, Pennsylvania
Department of International Relations; Westminster College; New Wilmington, Pennsylvania
Curriculum in International Studies; Juniata College; Huntingdon, Pennsylvania
Bryn Mawr College; Bryn Mawr, Pennsylvania
Program in Russian Studies; Muhlenberg College; Allentown, Pennsylvania
International Relations Program; Lafayette College; Easton, Pennsylvania
International Relations Program; Immaculata College; Immaculata, Pennsylvania
Marywood College; Scranton, Pennsylvania
Department of East Asian Studies; Haverford College; Haverford, Pennsylvania
Program in International Relations; Saint Joseph's University; Philadelphia, Pennsylvania
Program in International Relations; Ursinus College; Collegeville, Pennsylvania

RHODE ISLAND
Program in Latin American Studies; Rhode Island College; Providence, Rhode Island
International Studies; Rhode Island College; Providence, Rhode Island

SOUTH CAROLINA
Program in International Relations; Newberry College; Newberry, South Carolina
Department of Government and International Studies; University of South Carolina;
Columbia, South Carolina
Program in Latin American Studies; University of South Carolina; Columbia, South Carolina

SOUTH DAKOTA
Department of Government and International Affairs; Augustana College; Sioux Falls, South Dakota

TENNESSEE
Program in International Relations; Middle Tennessee State; Murfreesboro, Tennessee
Program in International Relations; Memphis State University; Memphis, Tennessee
Department of International Studies; Rhodes College; Memphis, Tennessee
Department of Third World Studies; University of the South; Sewanee, Tennessee

TEXAS
Department of Political Science and International Studies; Austin College; Sherman, Texas
Russian and Slavic Area Studies; Southern Methodist University; Dallas, Texas
University of North Texas; Denton, Texas
Program in Latin American Studies; Baylor University; Waco, Texas
Program in East European and Post Soviet Studies; University of Texas at Austin; Austin, Texas
Department of Asian Studies; University Texas at Austin; Austin, Texas
Field of International Studies; Southwestern University; Georgetown, Texas
Program in International Relations; Texas Christian University; Fort Worth, Texas
Program Latin American Studies; University of Texas; El Paso, Texas

U.S. VIRGIN ISLANDS
Program in Caribbean Studies; University of The Virgin Islands;
Charlotte Amalie, St. Thomas, U.S. Virgin Islands

UTAH
Program in Asian Studies; University of Utah; Salt Lake City, Utah

VERMONT
Department of World Studies; Marlboro College; Marlboro, Vermont
Middlebury College; Middlebury, Vermont

VIRGINIA

The International Institute; George Mason University; Fairfax, Virginia
Program in Asian Studies; University of Virginia; Charlottesville, Virginia
Program in Asian Studies; Randolph-Macon College; Ashland, Virginia
International Relations Program; Old Dominion University; Norfolk, Virginia
Department of International Relations; Christopher Newport University; Newport News, Virginia
Program in International Studies; Virginia Polytechnic Institute and State University; Blacksburg, Virginia
Major in International Studies; Ferrum College; Ferrum, Virginia
Department of History and International Studies; Virginia State University; Petersburg, Virginia
Program of International Studies; Hollins College; Roanoke, Virginia
Department of International Relations; Mary Baldwin College; Staunton, Virginia
Department of Asian Studies; Mary Baldwin College; Staunton, Virginia
Committee on East Asian Studies; Washington and Lee University; Lexington, Virginia
International Relations Program; Lynchburg College; Lynchburg, Virginia
Program in International Relations; Randolph-Macon Woman's College; Lynchburg, Virginia
International Education; University of Richmond; Richmond, Virginia
Program in International Relations; James Madison College; Harrisonburg, Virginia
Program in Russian and Slavic Studies; Washington and Lee University; Lexington, Virginia

WASHINGTON

Program in International Affairs; Eastern Washington University; Cheney, Washington
Asia Program; Washington State University; Pullman, Washington
Center for East Asian Studies; Western Washington University; Bellingham, Washington
Department of Asian Studies; University of Puget Sound; Tacoma, Washington
International Relations Program; Whitworth College; Spokane, Washington

WEST VIRGINIA

Department of International Relations; Marshall University; Huntington, West Virginia
International Relations Program; West Virginia Wesleyan College; Buckhannon, West Virginia
International Relations Program; Wheeling Jesuit College; Wheeling, West Virginia

WISCONSIN

Program in International Relations; University of Wisconsin at Milwaukee; Milwaukee, Wisconsin
Program in International Relations; University of Wisconsin at Madison; Madison, Wisconsin
Edgewood College; Madison, Wisconsin
University of Wisconsin at Stevens Point; Stevens Point, Wisconsin
Department of International Relations; Carroll College; Waukesha, Wisconsin

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES PROGRAMS

ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS
NOVEMBER 1993

NAME OF INSTITUTION: ***B.A. PROGRAMS IN INTERNATIONAL STUDIES***

INSTRUCTIONSs: This survey seeks to elicit information from U.S. undergraduate institutions about their programs that educate students on a broad range of international issues and areas. This questionnaire is being sent to Directors or Department Chairs of International Relations, Global Studies, and Area Studies programs nationwide. If your institution offers more than one program of this type, a copy of this questionnaire should have been sent to each separate program. *Please complete one questionnaire per program.* So that we do not overlook a program at your institution, please supply us with a list of all International Studies programs (as defined below) at your institution.

For your convenience, most questions are fixed choice (✓) and some are open-ended. If you wish to supply additional information for any question, please do so on an attached sheet.

N.B.: For purposes of this survey, International Studies is defined to include International Relations, Global Studies, and Area Studies programs.

PLEASE RETURN TO: APSIA / 2400 N ST., NW, ROOM 680 / WASHINGTON, DC 20037

I. PROGRAM IDENTIFICATION

1) Do you currently have a formal degree program in International Studies (as defined above)?

171 Yes.

☐ No. However, there are plans to establish a formal degree program. *Please provide a timetable for the establishment of the program and answer the survey questions as fully as possible.*

☐ No. *Thank you. Please return this form at your earliest convenience.*

2) Program title (please see *Instructions* above): ***INTERNATIONAL STUDIES***

3) How is the curriculum of this International Studies program organized?

171 Majors ☐ Minor ☐ Certificate ☐ Other (Please specify): ____________

II. RECENT TRENDS IN INTERNATIONAL STUDIES PROGRAM

A critical goal of this study is to determine changes in International Studies programs in the last five years. The following questions ask for impressions rather than hard data as we understand that statistics are not easily attainable on many campuses. Therefore, we would appreciate impressionistic answers based on informed judgment rather than "no answer" on these items.

1) Overall, in the last five years, this International Studies program has:

87 Become more integrated with the entire undergraduate curriculum of the institution.

68 Remained the same.

9 Become more specialized and separate from the overall curriculum.

What indicators describe this trend?

INTER-DEPARTMENTAL EXCHANGES (18) ***MORE COURSES/STUDENTS (15)***
BROADER OFFERINGS (12)

2) Which subjects/areas/programs has your institution initiated or strengthened in the last five years? Please list. ***(Data reflect more than one answer per respondent.)***

POLITICAL SCIENCE/INT'L. POLITICAL ECONOMY (32)
FOREIGN LANGUAGES (30)
INTERNATIONAL RELATIONS (29)
ASIAN STUDIES (28)
LATIN AMERICAN/CARIBBEAN STUDIES (18)
ENVIRONMENT (14)
AFRICAN-AMERICAN STUDIES (12)
MIDDLE EASTERN STUDIES (12)
CONFLICT RES./ANALYSIS (9)
DEVELOPMENT (7)
COMMUNICATIONS (6)

3) How has this International Studies program changed in the last five years?

	Dramatic Increase	Slight Increase	Same	Slight Decrese	Dramatic Decrease
Number of faculty	15	74	56	5	3
Interest/commitment of faculty	36	64	48	2	0
Interest/commitment of campus leadership	39	62	38	6	0
Student enrollment	46	63	28	7	1
Student interest	47	62	29	4	0
Size of international library collection	12	74	45	4	0
Funding/resources	17	42	73	4	0
Use of innovative teaching methods	17	63	62	1	0
Number of disciplines-based courses	15	76	53	0	0
Number of language courses	12	66	28	14	0
Number of functional courses	3	56	73	2	1
Number of regional courses	18	67	49	6	1
Internship opportunities	13	76	45	2	0
Study abroad opportunities	53	63	27	2	0

4) Has the end of the Cold War had an impact on this Int'l Studies program? 88 Yes 68 No
If yes, how?

RE-NAMING/RE-ORGANIZING DEPARTMENT (32)
MORE RUSSIA/CENTRAL-EASTERN EUROPE INTEREST (28)
MORE INTERNATIONAL RELATIONS/COMPARATIVE POLITICS INTEREST (13)

5a) Is this International Studies program undertaking any special initiatives to attract:
International students? 66 Yes 103 No

If yes, please describe.
RECRUITMENT (25)
SISTER SCHOOL EXCHANGES (16)
PART OF GREATER SCHOOL EFFORT (14)

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5b) Is this International Studies program undertaking any special initiatives to attract:
Minority students? 48 Yes 106 No

If yes, please describe.

RECRUITMENT (21)
PART OF GREATER SCHOOL EFFORT (20)
MINORITY FAIRS/MAILINGS (6)

6) Has the student body in this International Studies program changed in the last five years?

		Dramatic Increase	Slight Increase	Same	Slight Decrease	Dramatic Decrease
Enrollments:	Full-Time	36	69	39	9	0
	Part-Time	7	31	74	2	0
Citizenship::	Non-U.S.	8	69	67	5	0
	U.S.	11	55	55	6	0
Ethnicity of U.S. Citizens:	African-Amer./Black	5	34	96	3	1
	Asian-American	8	52	77	4	0
	Caucasian/White	19	44	74	8	1
	Hispanic-American	5	35	72	3	0
	Native American	0	7	112	4	0

7) Have the career expectations and plans of students in this Int'l Studies program changed in the last 5 years?

		Dramatic Increase	Slight Increase	Same	Slight Decrease	Dramatic Decrease
Graduate Study		19	77	37	3	0
Employment:	Private Sector	12	46	70	10	0
	Public Sector	7	38	75	9	0
	Non-Profit Sector	6	43	81	4	0

8) Are the Int'l Studies students' career aspirations different from those of the larger student population?
118 Yes 34 No

If yes, which differences are most important?

DESIRE FOR INTERNATIONAL WORK/STUDY/TRAVEL (49)
FOREIGN/GOVERNMENT/PUBLIC SERVICE-ORIENTED (26)
GENERALLY PURSUE GRADUATE STUDIES/ADVANCED TRAINING (16)

9) To what degree have the following groups been supportive to the development of this International Studies program over the last five years?

	Very Supportive	Moderately Supportive	Neutral	Not Supportive
External funding sources (e.g., government, foundations)	*20*	*45*	*65*	*17*
Board of Trustees or equivalent state/local board	*19*	*45*	*80*	*13*
Central campus leadership (e.g., President, etc.)	*53*	*76*	*25*	*6*
Faculty	*42*	*98*	*20*	*0*
Students	*66*	*79*	*11*	*2*
Other: ***COMMUNITY IN GENERAL***	*2*	*0*	*3*	*0*

10) Do you expect this mix to change in the future? *59* Yes *95* No

If yes, how?
MORE ADMINISTRATIVE/FACULTY SUPPORT (32)
MORE EXTERNAL FUNDING (15)
LESS ADMINISTRATIVE/FACULTY SUPPORT (4)

III. FUTURE OF INTERNATIONAL STUDIES PROGRAM

Reflecting on the current state of this International Studies program, please describe your specific plans as well as hopes *for the next five years*. We would appreciate any additional detail or documents that you would be willing to provide as an appendix.

1) In the next five years, what changes, if any, do you foresee occurring in this Int'l Studies program?
121 Will expand *40* Will stay the same *10* Will contract

Please explain.
EXPANDED CURRICULUM/FACULTY (43)
MORE STUDENT INTEREST/ENROLLMENTS (30)
MORE EXPERIENTIAL LEARNING (20)
MORE ADMIN. SUPPORT/FUNDING (16)

2) What is the principal gap that you would like to fill if you had one more faculty slot for this International Studies program? Please consider gender and ethnicity as well as field or department in your response. ***(Data reflect more than one answer.)***

ASIAN STUDIES (36)
SOCIAL SCIENCES (29)
FOREIGN STUDIES (19)

3) What functional specialization and/or geographical specialization would you make your top priority if you were guaranteed another $100,000 per year to expand this International Studies Program?

ASIAN STUDIES (43)
LATIN AMERICAN & CARIBBEAN STUDIES (21)
INTERNATIONAL POLITICAL ECONOMY (20)

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4) What do you consider the single-most important factor affecting the future of this International Studies program?

ADMINISTRATION'S INTEREST/SUPPORT (51)
FUNDING (40)
PROGRAM AND FACULTY ORGANIZATION (22)

IV. INVENTORY OF ACADEMIC PROGRAM

One of the hallmarks of many International Studies programs is their emphasis on innovative interdisciplinary and multidisciplinary courses. Therefore, the following inventory seeks information about the source of courses in this International Studies program as well as numerical data.

1) *World Regions.* Please indicate the number of regional studies courses available for credit in this International Studies program by the primary field(s) from which they are drawn.

	Main source of courses	Next largest source	Other source (1)	Other source (2)
Africa	HISTORY	POLITICAL SCIENCE	GEOGRAPHY	SOC.-ANTHRO.
Asia	HISTORY	POLITICAL SCIENCE	RELIGION	SOC.-ANTHRO.
East Europe	POLITICAL SCIENCE	HISTORY	ECONOMICS	GEOGRAPHY
Latin America	HISTORY	POLITICAL SCIENCE	SPANISH	SOC.-ANTH./ECON.
Middle East	HISTORY	POLITICAL SCIENCE	RELIGION	SOC.-ANTHRO.
Russia	HISTORY	POLITICAL SCIENCE	LANGUAGES	ECONOMICS
West Europe	HISTORY	POLITICAL SCIENCE	LANGUAGES	ECONOMICS

2) *Functional specializations/global themes.* Please indicate the number of functional courses available for credit in this International Studies program by the primary field(s) from which they are drawn.

	Main source of courses	Next largest source	Other source(1)	Other source (2)
Comparative studies	POLITICAL SCIENCE	ECONOMICS	SOC-ANTHRO.	HISTORY
Foreign policy/dipl.	POLITICAL SCIENCE	HISTORY	INT'L. RELATIONS	ECONOMICS
Int'l business mgmt	BUSINESS ADMIN.	MANAGEMENT	ECONOMICS	POLITICAL SCIENCE
Int'l conflict resolution	POLITICAL SCIENCE	INT'L. RELATIONS	HISTORY	INT'L. CONFL. RES.
Int'l development	ECONOMICS	POLITICAL SCIENCE	INT'L. RELATIONS	SOC.-ANTHRO.
Int'l econ./finance	ECONOMICS	BUSINESS	POLITICAL SCIENCE	MGMNT./FINANCE
Int'l environ./energy	POLITICAL SCIENCE	NATURAL SCIENCES	ECONOMICS	GEOGRAPHY
Int'l law/human rights	POLITICAL SCIENCE	INT'L. RELATIONS	LAW	HISTORY/ECON.
Int'l media/commun.	INT'L. RELATIONS	POLITICAL SCIENCE	SOC.-ANTHRO.	MGMT./HIST/ECON.
Int'l organization/UN	POLITICAL SCIENCE	INT'L. RELATIONS	HISTORY	ECONOMICS
Int'l relations	POLITICAL SCIENCE	INT'L. REL./HISTORY	ECON./SOC.-ANTH.	–
Int'l science/technol.	POLITICAL SCIENCE	INT'L. RELATIONS	SOC.-ANTHRO.	GEOGRAPHY
Int'l security	POLITICAL SCIENCE	INT'L. RELATIONS	HISTORY	REL./SOC.-ANTHRO.

3) *Discipline-based courses*. Please indicate the number of courses available for credit in this Int'l Studies program from the disciplines listed below. ***(Data reflect more than one answer per respondent.)***

	# of required courses			**# of elective courses**		
	High	**Median***	**Low**	**High**	**Median***	**Low**
Anthropology	*10*	*0*	*0*	*29*	*1*	*0*
Business management/admin	*7*	*0*	*0*	*20*	*1*	*0*
Economics	*12*	*1*	*0*	*27*	*3*	*0*
Education	*3*	*0*	*0*	*20*	*0*	*0*
Engineering	*1*	*0*	*0*	*5*	*0*	*0*
Geography	*3*	*0*	*0*	*23*	*0*	*0*
History	*26*	*1*	*0*	*160*	*10*	*0*
Law	*3*	*0*	*0*	*7*	*0*	*0*
Linguistics	*15*	*0*	*0*	*15*	*0*	*0*
Non-English Literature	*11*	*0*	*0*	*53*	*0*	*0*
Medicine/public health	*0*	*0*	*0*	*1*	*0*	*0*
Natural sciences	*30*	*0*	*0*	*40*	*0*	*0*
Philosophy	*41*	*0*	*0*	*13*	*0*	*0*
Political science	*40*	*2*	*0*	*44*	*8*	*0*
Religion	*9*	*0*	*0*	*20*	*0*	*0*
Sociology	*4*	*0*	*0*	*20*	*1*	*0*

4) *Non-English language courses*. Please indicate which languages are available for credit in this International Studies program by skill level. ***(Data reflect more than one answer per respondent.)***

	Elementary	**Intermediate**	**Advanced**	**Literature**	**Comments**
Arabic	*32*	*26*	*8*	*8*	
Chinese	*79*	*54*	*28*	*29*	
French	*134*	*137*	*135*	*128*	
German	*127*	*127*	*115*	*111*	
Japanese	*112*	*91*	*33*	*29*	
Russian	*97*	*88*	*63*	*55*	
Spanish	*140*	*144*	*143*	*121*	
Swahili	*19*	*15*	*3*	*1*	
Other : ***ITALIAN***	*43*	*41*	*23*	*17*	
Other : ***HEBREW***	*15*	*12*	*3*	*2*	

**** Median figures are calculated by taking the middle number from the set of responses.***

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5) What are the language requirements for this International Studies program?
(Data reflect more than one answer per respondent.)

ONE-THREE COURSES (140)
FOUR-SIX COURSES (21)
NONE (8)

6) Are the language requirements for this International Studies program different from those of the larger student population?

155 Yes
21 No

If yes, which differences are most important?

MORE HOURS AT A HIGHER LEVEL (61)
NO REQUIREMENT FOR THE REST (50)
ADVANCED COURSES FOR MAJORS (26)

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES PROGRAMS
ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS
NOVEMBER 1993

NAME OF INSTITUTION: ***B.A. PROGRAMS IN AREA STUDIES***

INSTRUCTIONSs: This survey seeks to elicit information from U.S. undergraduate institutions about their programs that educate students on a broad range of international issues and areas. This questionnaire is being sent to Directors or Department Chairs of International Relations, Global Studies, and Area Studies programs nationwide. If your institution offers more than one program of this type, a copy of this questionnaire should have been sent to each separate program. *Please complete one questionnaire per program.* So that we do not overlook a program at your institution, please supply us with a list of all International Studies programs (as defined below) at your institution.

For your convenience, most questions are fixed choice (✓) and some are open-ended. If you wish to.supply additional information for any question, please do so on an attached sheet.

N.B.: For purposes of this survey, International Studies is defined to include International Relations, Global Studies, and Area Studies programs.

PLEASE RETURN TO: APSIA / 2400 N ST., NW, ROOM 680 / WASHINGTON, DC 20037

I. PROGRAM IDENTIFICATION

1) Do you currently have a formal degree program in International Studies (as defined above)?

102 Yes.

☐ No. However, there are plans to establish a formal degree program. *Please provide a timetable for the establishment of the program and answer the survey questions as fully as possible.*

☐ No. *Thank you. Please return this form at your earliest convenience.*

2) Program title (please see *Instructions* above): ***AREA STUDIES***

3) How is the curriculum of this International Studies program organized?

102 Majors ☐ Minor ☐ Certificate ☐ Other (Please specify): ____________

II. RECENT TRENDS IN INTERNATIONAL STUDIES PROGRAM

A critical goal of this study is to determine changes in International Studies programs in the last five years. The following questions ask for impressions rather than hard data as we understand that statistics are not easily attainable on many campuses. Therefore, we would appreciate impressionistic answers based on informed judgment rather than "no answer" on these items.

1) Overall, in the last five years, this International Studies program has:

49 Become more integrated with the entire undergraduate curriculum of the institution.

46 Remained the same.

5 Become more specialized and separate from the overall curriculum.

What indicators describe this trend?

BROADER OFFERINGS (13) ***INTERDEPARTMENTAL EXCHANGES (7)***

MORE COURSES/STUDENTS (4)

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2) Which subjects/areas/programs has your institution initiated or strengthened in the last five years? Please list. ***(Data reflect more than one answer per respondent.)***

FOREIGN LANGUAGES (23)
ASIAN STUDIES (22)
ANTHROPOLOGY (22)
POLITICAL SCIENCE (11)
AFRICAN-AMERICAN STUDIES (9)
HISTORY (9)
LATIN AMERICAN/CARIBBEAN STUDIES (9)
RUSSIAN/ECE STUDIES (6)
COMMUNICATIONS (4)
DEVELOPMENT STUDIES (2)
ENVIRONMENT (2)
ETHNICITY/GENDER STUDIES (2)
DEMOCRATIZATION (1)

3) How has this International Studies program changed in the last five years?

	Dramatic Increase	Slight Increase	Same	Slight Decrese	Dramatic Decrease
Number of faculty	11	43	30	31	3
Interest/commitment of faculty	24	36	32	7	2
Interest/commitment of campus leadership	23	44	25	6	2
Student enrollment	35	39	22	0	0
Student interest	36	37	21	4	0
Size of international library collection	14	44	38	4	5
Funding/resources	17	34	33	10	0
Use of innovative teaching methods	10	39	47	0	1
Number of disciplines-based courses	11	50	31	3	1
Number of language courses	16	42	30	4	0
Number of functional courses	5	32	39	4	0
Number of regional courses	9	44	33	6	1
Internship opportunities	6	33	53	0	1
Study abroad opportunities	22	50	22	1	0

4) Has the end of the Cold War had an impact on this Int'l Studies program? ***41*** Yes ***42*** No
If yes, how?

MORE RUSSIA/USSR/CENTRAL-EASTERN EUROPE INTEREST (14)
MORE COMPARATIVE POLITICS INTEREST (8)
LESS RUSSIA/USSR/CENTRAL-EASTERN EUROPE INTEREST (7)

5a) Is this International Studies program undertaking any special initiatives to attract:
International students? ***26*** Yes ***70*** No

If yes, please describe.

SISTER SCHOOL EXCHANGES (8)
DESIGNATED SCHOLARSHIPS (5)
ADMISSIONS TRIPS (4)

5b) Is this International Studies program undertaking any special initiatives to attract:
Minority students? 34 Yes 64 No

If yes, please describe.

PART OF GREATER SCHOOL EFFORT (7) ***RECRUITMENT (7)***
SISTER SCHOOL EXCHANGES (7) ***DESIGNATED SCHOLARSHIPS (7)***

6) Has the student body in this International Studies program changed in the last five years?

		Dramatic Increase	Slight Increase	Same	Slight Decrease	Dramatic Decrease
Enrollments:	Full-Time	29	38	20	7	2
	Part-Time	6	22	32	1	2
Citizenship::	Non-U.S.	3	26	46	0	0
	U.S.	20	20	43	1	0
Ethnicity of U.S. Citizens:	African-Amer./Black	5	18	39	2	0
	Asian-American	11	15	42	1	0
	Caucasian/White	18	19	36	3	0
	Hispanic-American	7	18	40	0	0
	Native American	0	1	55	0	0

7) Have the career expectations and plans of students in this Int'l Studies program changed in the last five years?

		Dramatic Increase	Slight Increase	Same	Slight Decrease	Dramatic Decrease
Graduate Study		5	38	35	1	0
Employment:	Private Sector	11	32	35	4	0
	Public Sector	3	23	50	3	0
	Non-Profit Sector	2	22	47	1	0

8) Are the Int'l Studies students' career aspirations different from those of the larger student population?
55 Yes 35 No

If yes, which differences are most important?

DESIRE FOR INTERNATIONAL WORK/STUDY/TRAVEL (30)
FOREIGN/GOVERNMENT/PUBLIC SERVICE-ORIENTED (8)
MORE SERVICE-ORIENTED/IDEALISTIC (6)

9) To what degree have the following groups been supportive to the development of this International Studies program over the last five years?

	Very Supportive	Moderately Supportive	Neutral	Not Supportive
External funding sources (e.g., government, foundations)	***36***	***29***	***21***	***8***
Board of Trustees or equivalent state/local board	***13***	***28***	***40***	***13***
Central campus leadership (e.g., President, etc.)	***34***	***43***	***19***	***4***
Faculty	***40***	***44***	***13***	***2***
Students	***44***	***41***	***14***	***0***
Other: ***COMMUNITY IN GENERAL***	***5***	***2***	***0***	***0***

10) Do you expect this mix to change in the future? ***27*** Yes ***65*** No
If yes, how?

MORE ADMIN./FACULTY SUPPORT (20)
LESS EXTERNAL FUNDING (3)
LESS ADMIN. SUPPORT/FUNDING (1)
MORE EXTERNAL FUNDING (1)

III. FUTURE OF INTERNATIONAL STUDIES PROGRAM

Reflecting on the current state of this International Studies program, please describe your specific plans as well as hopes *for the next five years*. We would appreciate any additional detail or documents that you would be willing to provide as an appendix.

1) In the next five years, what changes, if any, do you foresee occurring in this Int'l Studies program?
66 Will expand ***31*** Will stay the same ***2*** Will contract

Please explain.
EXPANDED CURRICULUM/FACULTY (34)
MORE ADMINISTRATIVE SUPPORT/FUNDING (9)
HIGHER ENROLLMENTS/STUD. INTEREST (9)

2) What is the principal gap that you would like to fill if you had one more faculty slot for this International Studies program? Please consider gender and ethnicity as well as field or department in your response. ***(Data reflect more than one answer.)***

SOCIAL SCIENCES (18)
ASIAN STUDIES (13)
LANGUAGES (11)

3) What functional specialization and/or geographical specialization would you make your top priority if you were guaranteed another $100,000 per year to expand this International Studies Program?

ASIAN STUDIES (24)
RUSSIA/EAST-CENTRAL EUROPEAN STUDIES (13)
LATIN AMERICAN & CARIBBEAN STUDIES (12)
INTERNATIONAL POLITICAL ECONOMY (10)

4) What do you consider the single-most important factor affecting the future of this International Studies program?

FUNDING (28)
ADMINISTRATION'S SUPPORT/INTEREST (23)
PROGRAM/FACULTY ORGANIZATION (16)

IV. INVENTORY OF ACADEMIC PROGRAM

One of the hallmarks of many International Studies programs is their emphasis on innovative interdisciplinary and multidisciplinary courses. Therefore, the following inventory seeks information about the source of courses in this International Studies program as well as numerical data.

1) *World Regions.* Please indicate the number of regional studies courses available for credit in this International Studies program by the primary field(s) from which they are drawn.

	Main source of courses	Next largest source	Other source (1)	Other source (2)
Africa	HISTORY	POLITICAL SCIENCE	SOC.-ANTHRO.	ECONOMICS
Asia	HISTORY	RELIGION	POLITICAL SCIENCE	SOC.-ANTHRO.
East Europe	HISTORY	POLITICAL SCIENCE	ECONOMICS	REL./SOC.-ANTHRO.
Latin America	HISTORY	POLITICAL SCIENCE	SPANISH	SOC.-ANTHRO.
Middle East	HISTORY	RELIGION	POLITICAL SCIENCE	SOC.-ANTHRO.
Russia	HISTORY	POLITICAL SCIENCE	LITERATURE	REGIONAL STUDIES
West Europe	HISTORY	POLITICAL SCIENCE	GEOGRAPHY	ECONOMICS

2) *Functional specializations/global themes.* Please indicate the number of functional courses available for credit in this International Studies program by the primary field(s) from which they are drawn.

	Main source of courses	Next largest source	Other source(1)	Other source (2)
Comparative studies	POLITICAL SCIENCE	SOC.-ANTHRO.	ECONOMICS	HISTORY
Foreign policy/dipl.	POLITICAL SCIENCE	HISTORY	INT'L. RELATIONS	MANAGEMENT
Int'l business mgmt	BUSINESS ADMIN.	MANAGEMENT	ECONOMICS	POLITICAL SCIENCE
Int'l conflict resolution	POLITICAL SCIENCE	INT'L. RELATIONS	HISTORY	SOC.-ANTHRO.
Int'l development	ECONOMICS	POLITICAL SCIENCE	SOC-. ANTHRO.	INT'L. RELATIONS
Int'l econ./finance	ECONOMICS	POLITICAL SCIENCE	MANAGEMENT	BUSINESS
Int'l environ./energy	ENVIRONMNT'L. STUD.	POLITICAL SCIENCE	GEOGRAPHY	HIST./SOC.ANTHRO.
Int'l law/human rights	POLITICAL SCIENCE	LAW	SOC.-ANTHRO.	WOMEN'S STUDIES
Int'l media/commun.	COMMUNICATIONS	SOC.-ANTHRO.	POLITICAL SCIENCE	--
Int'l organization/UN	POLITICAL SCIENCE	INT'L. RELATIONS	HISTORY	--
Int'l relations	POLITICAL SCIENCE	HISTORY	ECON./MAGMNT.	GEOG./PUB.ADMIN.
Int'l science/technol.	HISTORY	POLITICAL SCIENCE	SCIENCE	MGMNT./PUB.ADMIN.
Int'l security	POLITICAL SCIENCE	HISTORY	MILITARY STUDIES	–

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3) *Discipline-based courses.* Please indicate the number of courses available for credit in this Int'l Studies program from the disciplines listed below. ***(Data reflect more than one answer per respondent.)***

	# of required courses			**# of elective courses**		
	High	**Median***	**Low**	**High**	**Median***	**Low**
Anthropology	*4*	*0*	*0*	*14*	*1*	*0*
Business management/admin	*1*	*0*	*0*	*14*	*1*	*0*
Economics	*3*	*0*	*0*	*35*	*3*	*0*
Education	*0*	*0*	*0*	*11*	*0*	*0*
Engineering	*0*	*0*	*0*	*1*	*0*	*0*
Geography	*4*	*0*	*0*	*23*	*0*	*0*
History	*10*	*0*	*0*	*57*	*10*	*0*
Law	*10*	*0*	*0*	*2*	*0*	*0*
Linguistics	*5*	*0*	*0*	*14*	*0*	*0*
Non-English Literature	*20*	*0*	*0*	*50*	*0*	*0*
Medicine/public health	*0*	*0*	*0*	*2*	*0*	*0*
Natural sciences	*1*	*0*	*0*	*2*	*0*	*0*
Philosophy	*4*	*0*	*0*	*5*	*0*	*0*
Political science	*6*	*0*	*0*	*65*	*8*	*0*
Religion	*4*	*0*	*0*	*7*	*0*	*0*
Sociology	*0*	*0*	*0*	*22*	*1*	*0*

4) *Non-English language courses.* Please indicate which languages are available for credit in this International Studies program by skill level.
(Data reflect more than one answer per respondent.)

	Elementary	**Intermediate**	**Advanced**	**Literature**	**Comments**
Arabic	*9*	*8*	*6*	*6*	
Chinese	*30*	*22*	*12*	*11*	
French	*18*	*18*	*17*	*18*	
German	*16*	*16*	*13*	*11*	
Japanese	*35*	*29*	*10*	*8*	
Russian	*32*	*31*	*26*	*20*	
Spanish	*33*	*33*	*33*	*30*	
Swahili	*4*	*3*	*1*	*0*	
Other : ***ITALIAN***	*8*	*8*	*6*	*3*	
Other: ***PORTUG.***	*8*	*8*	*7*	*5*	

**** Median figures are calculated by taking the middle number from the set of responses.***

5) What are the language requirements for this International Studies program?
(Data reflect more than one answer per respondent.)

FOUR-SIX COURSES (54)
PROFICIENCY EXAM* (17)
ONE-THREE COURSES (15)

6) Are the language requirements for this International Studies program different from those of the larger student population?

66 Yes
13 No

If yes, which differences are most important?

MORE HOURS AT A HIGHER LEVEL (29)
NO REQUIREMENT FOR THE REST (13)
TWICE AS MANY CREDITS FOR THIS PROGRAM (12)

**** Number of courses unknown***

APPENDIX D

ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS
WORKSHOP ON INTERNATIONAL EDUCATION:
PREPARING TOMORROW'S GLOBAL CITIZENS

WASHINGTON, D.C.
Tuesday, September 13, 1994

Participants

Louis Goodman *Chair*	*Dean, School of International Service, The American University and Chair, APSIA Curriculum Task Force*
Nancy L. Ruther *Discussion Leader*	*Associate Director, Yale Center for International and Area Studies, Yale University*
Clifford Adelman	Higher Education Division, U.S. Dept. Education
Terance Bigalke	Beloit College
Richard Brecht	National Foreign Language Center
Michael Chin	Assn. of Professional Schools of Int'l. Affairs
Jeanne-Marie Duvall	NAFSA: Assn. of International Educators
Suzanna Easton	Center for Int'l. Education, U.S. Dept. Education
Putnam Ebinger	Edmund A. Walsh School of Foreign Service, Georgetown University
Damian Fernandez	Florida International University
Jane Geddes	Graduate School of International Relations and Pacific Studies, UC San Diego
Harry Harding	Elliott School of International Affairs, The George Washington University
Linda Holmes	Graduate School of International Relations and Pacific Studies, UC San Diego
Kay King	Assn. of Professional Schools of Int'l. Affairs
Edward Knox	Middlebury College
Gunnar Nielsson	School of International Relations, University of Southern California
Sally Pickert	Department of Education, Catholic University
Eric Piel	Int'l. Studies Program, Oregon State University
Walter Raymond	The Business-Higher Education Roundtable
Robert O. Slater	National Security Education Program
Kara H. Smith	Assn. of Professional Schools of Int'l. Affairs
James H. Wolfe	International Studies Program, University of Southern Mississippi

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